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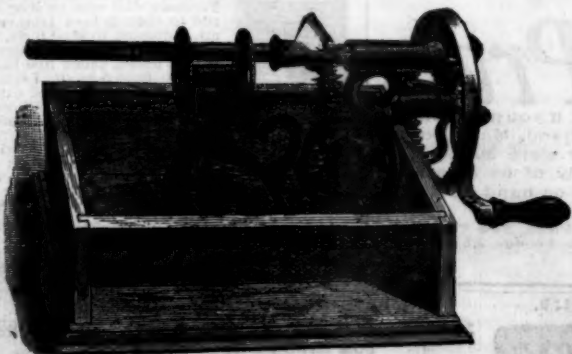
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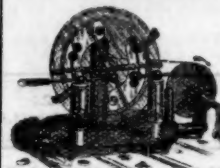
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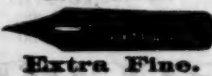


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WHEN any man reaches a point in his life that he is satisfied with what he is doing, he had better engage some kind friend to write his epitaph and decently die, for his life, as far as usefulness is concerned, has come to an end. We frequently hear the remark made, let well enough alone. There is nothing well enough. A characteristic of all great men is that they never are contented; they are always reaching out with an irresistible impulse towards something beyond. It is this everlasting discontent that has made the world what it is. The old slow coach was quite good enough for the Dutch farmers along the Hudson. They wanted nothing better; and when the railroad tore up their farms, and took from their unwilling hands many acres of their land, and disturbed their peace with the shrill whistle of the locomotive, and incessant rumbling and roaring of heavy laden trains, they sold out and moved back into more quiet quarters. But the world moved on, and it will move on. This progress is something grand. This reaching out after something better is great. It is what the Apostle Paul urged upon the early Christians, "forgetting the things that are behind, *press forward*." And Christ "for the joy that was set before Him endured the cross." Mr. Gladstone never confesses that his work is done, nor will he ever stop until his skillful hands lie cold upon his silent heart; never until the pulse stops beating will the great man stop his thinking and acting. Strong wills and large minds are full of restless discontent, and it is a grand thing for this world that there are men having such capacities and aspirations and high ideals. 1888 was not half as good as it ought to have been. It was full of imperfections that ought to have been remedied, sins that ought never to have been committed. The government of the United States could be a great deal better than it is. The organization

of society has never come up to anything like what it ought to be, and the church is to day far below its high capacities, and its magnificent opportunities. At the commencement of the New Year we urge our readers to encourage this spirit of high and noble discontent. Rest satisfied? No, never! Rest satisfied? Never until the school systems of our country are reorganized and regenerated; until all the departments of intellectual labor are co-operating to make humanity better than it has ever been before.

THE daily press is, with few exceptions, earnestly in favor of manual training in all our schools, but there are many editors who cannot appreciate what manual training is; they speak of the necessity of the training of the hand so that a young man may be able to earn his daily bread; they argue that our schools should send into the workshops, and the millinery establishments of our country, those who are better skilled in doing things. But what we want just now in this country is brains. Mind counts for something in this age. If manual training will fit boys and girls to grapple with the problems of life and solve them, then manual training is all right; but if manual training does not do this, then it is all wrong. When a young man is an applicant for a place he is asked, "What can you do?" The answer expected is usually, "I can keep books." "I can write shorthand." "I can use the type-writer." "I can bind books." "I can make shoes." "I can shove the plane." "I can meet the wants of customers." If it is found that the applicant can do any one of these things well, he usually finds employment. But this is not by any means all we want. We have had artisans all along the centuries—weavers, shoemakers, carpenters, stone-carvers, etc., etc., have been quite plenty. The work of the son followed on after the work of the father, and the daughter did skillfully what the mother did, and each trade instructed its children in its occupation. This is exactly what we don't want to-day. We want thinkers, capable thinkers, quick thinkers, earnest thinkers, and successful thinkers. The demands of life are just now very urgent. It is an inexpressible sham to say that manual training is expected to turn out better artisans. No! no! a thousand times no! We do not want our sons to turn out better artisans. We want them to turn out better artists.

THE successful men and women in all walks of life are artists. There are artist shoemakers, artist hair-cutters, artist housekeepers, artist wood-choppers, artist bridge-builders, artist masons, —artists! artists! artists! everywhere. This is the need of the world to-day. Let us have them. We believe that manual training, properly conducted and exercised, will give our children the use of all their senses, both in getting ideas and giving ideas; both in thinking what can be done and in doing what the thinking indicates can be done. We say, then, that the servile work of the hand, without the brain to move the hand, is slavery of the worst sort. We do not want this slavery. We will not have it. What we want is brain work, even though this brain work may lead some to plod and work in inferior capacities for many years. Yet independent brain work—thinking—is the stuff that our schools must produce. Banish forever and ever the idea that an educated boy or an educated girl is to learn so many pages of the text-book, so many dates in history, so many problems in arithmetic, so many books of Virgil, so many pages of Homer. Banish forever this idea! It is unworthy of an intellectual age, and the teacher who has no higher ideal than this in teaching his pupils is a poor, ignorant slave, and the sooner he is out of the school the better it will be for the rising generation.

THE public schools, during the past few years, have been under a severe running fire of criticism. They seem, in fact, to be the battle ground on which is fought all sorts of moral, religious, and political battles. In many respects the public schools no doubt can be very much improved. The JOURNAL has been outspoken for years in urging reforms. But there is one particular in which all must admit that our schools certainly fail, and that is the ability to read and speak good English. Some teachers are as defective as their scholars. It is exceedingly important that there should be good, pure English spoken in all our schools. It is because we have believed, and still do believe, that the way English grammar is taught does not promote the speaking and writing of our language in its purity that we have opposed it. It is not sufficient for a pupil to learn how to "parse" or to "analyze" a sentence that some one else has written. The most important question a teacher can ask is, "Are my pupils able to express their own thoughts in correct, idiomatic English?" This implies that they have thoughts, and that they are able to give these thoughts in good sentences. We know of many graduates of schools who are very poor letter writers and nearly all students of both high schools and colleges have an abhorrence of what is called *composition* writing. This should not be so. The expression of thought should be one of the greatest pleasures of life. Pupils should early learn to talk with pen and pencil. We believe that the methods of teaching English in our schools should be reconstructed at once. The subject is of great importance and should receive the prompt and earnest attention of teachers in all parts of our land.

THOSE at all acquainted with the history of education know that English grammar, in its present form, is a comparatively recent invention. The first one that received any attention in America was written by Noah Webster, although Murray's Grammar had afterward a larger sale than any of the first grammars printed in our country. These books, with the multitudes that have followed them have been received by boards of education and teachers generally as unquestionably necessary, until to-day there is hardly a school in our land that does not have its grammar, parsing, and analyzing classes. We believe that the English of our schools would to-day be very far in advance of what it is if no formal grammar had been introduced into any school below the highest department. The parts of speech might be taught, and a few of the established rules of spelling and etymology, but if all analyzing, syntax, and prosody had been entirely left to the high school, we should be farther along in the speaking and writing of English than we are to-day. We are not ranters on this subject, but we do believe there is a truth here, —a sober, earnest truth—that the teachers of our country should seriously and earnestly attend to.

THE evil effects of cigarettes do not come so much from the tobacco in them as from their associations. The tobacco is bad enough, but the vile pictures that accompany it are much worse. A mother recently repairing her boy's clothing was astonished to find in one of his pockets a cigarette picture published by one of the large tobacco firms. We cannot watch too carefully the morals of children. In former days those who corrupted the youth were punished severely. It should be so now. The evil effects of vile impressions made upon the mind early in life cannot be estimated. Moral character is fixed at an early age, and when once fixed it is difficult to change it.

FREE PUBLIC KINDERGARTENS.

The Boston School Committee has been making an investigation relative to the practicability of establishing kindergartens in connection with the public schools. Letters were sent to about two hundred teachers asking the following questions:—

1. What are the effects of kindergarten training as regards positive intellectual growth?
2. What are the effects in respect to moral development?
3. What advantages in the management and discipline of the schools may come from keeping the very young children by themselves, and giving them a kindergarten training before putting them upon the regular primary school course now generally followed?
4. What personal benefits in the way of protection and nurture accrue to the children, particularly to the children whose home advantages are not all that could be desired?

The answers received were generally favorable in the ratio of seven to one. Among the favorable answers it is interesting to note the following statements, each taken from different letters. It will be observed that the replies refer to children who had been trained in the kindergarten before entering the public school.

"They were, generally, very observing, had clear ideas, and expressed them intelligently. They were more skilful with their pencils, and had a better idea of numbers and their relations than those who had not had this training."

"I feel assured that the drudgery of my present work would be lessened one-half if all children had a year of kindergarten training before entering upon third-class work."

"Children from kindergartens have received a training in habits of neatness, cleanliness, order, self-reliance, and prompt obedience, which is a great saving of time to the primary teacher. They have also formed habits of observing closely, and using their hands properly. All their faculties have been so cultivated that no time is lost in preparing them for primary school work."

"They have none of the shyness felt by children when they first came home to attend school. They take hold of the slate-work better, they are not afraid to make an effort; they have done considerable 'busy work' in the kindergarten, so when the slates are given out and the copy set before them they do the best they can; they express themselves better in conversation; and have more general information than shows itself in object-lessons."

"I have no hesitation in saying that, as far as my school is concerned, the work would be lessened one-third if all the children had a previous kindergarten training. Children from the kindergartens accept school discipline more readily, and their minds are better prepared to begin school studies."

"These children can be distinguished from the others without fail. Their training has been of very great advantage to them, and they are noted for their excellent attention."

"These children from the kindergarten also learn to express their thoughts and observations more freely than children possessing equal ability, but coming directly from home to the primary school. The kindergarten children are able to make closer comparisons, and to detect obvious differences far more quickly than the average child coming to school for the first time. Again, the child from the kindergarten will generally concentrate his attention, and reach a result or conclusion more quickly than our home child who has not passed over this bridge between his baby-life and his actual school-days."

On the other side of the question, the following opinions are recorded:

"Do not think they were better prepared for primary work than those who came directly from home."

"My impressions as to the effects of kindergarten training are not particularly agreeable. I find the children more restless, needing more amusement than the present course of study would permit of. Judging from my past experience my work would not be made easier if all the children had kindergarten training."

"I think that the habits of observation that kindergarten gives are of great help in the primary work that follows; but that it is counteracted by the restless ways and want of dependence upon themselves that almost all of the children I have received from the kindergarten have shown in a marked degree."

"In my opinion the kindergartens are a great success in amusing and interesting the little ones; but, in my experience, I cannot remember a single instance (with the exception I made in regard to number) where the child has advanced in the third class more rapidly because of the previous kindergarten training."

We confess to a feeling of astonishment to know that any teachers in Boston could be found holding these sentiments. We are glad the superintendent has had the courage to publish these letters. From the conclusions he draws, in his report from these letters, we select two points:

1. On the intellectual side. The effects of kindergarten training are shown in highly quickened powers of observation; in the possession of clear ideas, derived chiefly from systematically guided observation; in the power to express these ideas well in conversation; in the great readiness with which the art of reading is learned; in the very considerable knowledge of numbers and their relations objectively acquired; in some knowledge of forms and colors; in a considerable development and discipline of the active powers, as displayed in the comparative ease with which the manual arts of drawing, writing, and slate-work are acquired.

2. On the moral side. The effects of good kindergarten training are traceable in the first manifestations of a sense of justice, one child learning to recognize the rights of other children as limitations on his own rights;

in habitual acts of kindness and generosity, evincing a disposition to yield to others what may gratify them but cannot be demanded by them as a matter of right; in polite manners; in truthfulness, its opposite never being fostered by harsh discipline; in an eager desire to please the teacher; and finally, to refer to a characteristic which may certainly be ranked as a virtue, in personal cleanliness and neatness.

There has been for years in our mind no doubt as to the great value of kindergarten training, both from a moral and hygienic point of view. But more than this it is manual training pure and simple. The child only learns as it does, and by more and more learning to do it, more and more knows. No one attempts to make a child learn without doing. It learns that the fire is hot by being burned, and the effects of cold from frost-bitten fingers. It is well to remember that there are kindergartens, and then again there are kindergartens. We must discriminate. Not all that glitters is gold. But the genuine kindergarten is one of Heaven's best gifts to this fallen world, and as such should be engrafted upon our school system, as much a part of its permanent furniture, as is reading, writing, and spelling.

THE DRIFT OF THOUGHT.

GATHERED FROM RECENT EDUCATIONAL MEETINGS.

The topics chosen for discussion at our state associations generally show which way the educational wind is blowing.

The normal school question is just now a "sensitive" one in Minnesota. A good many forces have been conspiring during the past few years to make it so. Since Mr. Phelps educationally died, matters have been rather quiet in this north state, but the wind is beginning to blow again, and it may prove to be a blizzard up there. Here is what Supt. Engstrom, president of the superintendents' association, recently said:

"Our normal schools are intended to educate teachers for the common schools. To what extent has this been accomplished? Last year over 7,500 teachers were employed in the common schools. Of these 74 per cent. were normal graduates; 75 per cent. of the latter were employed in special and independent districts. The normal schools, then, which were established to supply teachers for common schools, have supplied them almost exclusively to towns and villages. Over 70 per cent. of common school teachers have never had any normal training whatever. As the normal schools are now organized, they never can be successful in supplying teachers for the common schools. The common school teachers are often immature in years and judgment, and inaccurate in learning. A large proportion of them do not have any appreciation of their work."

MISS SOPHIA WATSON, of Illinois, had the womanly courage to hit the nail square on the head when she said that "she would devote little time to examinations, believing them valuable in determining promotions only as an aid to the teacher's judgment. The teacher should keep pace with the times. But she could not do it if she had to torture her brain to the verge of imbecility two weeks out of four in going over examination papers." This is good! The remark of the reporter that "Miss Watson's paper was excellent," doubtless expresses the exact truth. All papers that tell the truth are excellent.

SUPT. W. F. L. SANDERS uttered a gem before the Indiana association when he said that "the best language lesson is the one in which the child is led to talk." Why not say "write" also, Supt. Sanders? Before the same association Supt. J. W. Layne said, "There are four classes of critics who like to have something to say about it. There is the fag end of opposers to public schools, those who have no other knowledge, and have made failures of their children, and lastly those who know the public school system, who study and improve. Those last are the only ones who should be heard." That is right Supt. Layne.

MISS LILLIE J. MARTIN, of Indianapolis, said that in the Boston schools there were lately found, "an incredible number of pupils who did not know the appearance of even the common domestic animals, and were unable to tell the size of different animals, because their only knowledge of them was the small pictures found in their books." Does Miss Martin know that facts are dangerous things to tell? Those "facts" have been flatly denied, as giving at all a correct idea of the intelligence of the average Bostonian child. A speaker before the Indiana association said that "there are too many 'nice little ladies' to have healthy women," and he also said that "regular gymnastics cannot be compared to an exciting out-door romp." There is truth here.

HON. EDWIN WILLETTTS uttered a profound truth when he said before the Michigan association the following: "If there is any specific for crime in all its stages, it is labor. If the young of all conditions of life, of both sexes, were trained to industrious habits, taught some form of useful labor, if education gave the love of labor, we should soon see the tide turn in our prison statistics." "Teach every boy in this country an honest trade by which he can make his living, and you will greatly diminish the number of criminals." "Our girls and boys come out of our schools without any profound respect for labor or for the laborer, or with a willingness to make a living by the labor of their hands. Here is the weak point of the present system."

STATE SUPT. DRAFER made a remark before the associated principals, week before last, that showed his wisdom. He said, "I have learned some things, and have changed my mind in many things since I became superintendent." This is first-rate. May the Empire state be long delivered from a chief educational officer who never changes his mind, and never learns anything.

We are sorry to read that at this meeting, Dr. Sheldon, of Oswego, said that "there are no general principles upon which educators are agreed." Is it so? This is the most melancholy sentence we have read for many a year. And at the same meeting, the most eminent pedagogical philosopher of our state, Dr. Hoose, declared that, "we are at sixes and sevens on education. He could not get it out of his mind that the shell is not a part of the egg, that the hide and hair are not a part of the ox. One of the first things that ought to be done with children is to teach them a vocabulary, if they are expected to become proficient scholars. There ought to be a time in childhood when a boy should enjoy unalloyed liberty. If a boy wants to stand on his head, let him stand on his head. If you don't like his looks don't look at him. If a girl wants to climb a tree, let her climb a tree. Let the child learn the process." Either the reporter or the Dr. must have been crazy when these sentences were formulated. It is "too bad for anything." But President Webster, of Union College, capped the climax when he is reported to have said that, "he believed in filling up the children. Fat the young things. He didn't care a copper whether they understood it or not. He would fill the child up with the multiplication table, so that a part of it stuck out of his mouth. This may not be a generally accepted principle, but it was a generally accepted principle so far as he was concerned. If a child asks questions tell him he is impertinent." We seriously think that our reporter at this meeting must have lost his head. Such utterances have not been reported from any meeting in this state for many years.

MANUAL TRAINING was a notable topic in nearly all the state meetings. In Colorado one speaker said excellently that "thought is expressed in four ways, namely: First, imperfectly in speech; second, better in writing; third, in drawing; and fourth, by practical illustration. The high school student can only express thought in the first two ways. Manual training in connection with a high school education, will enable a student to be able to express thought in all four ways." The writer defined manual training as "the harmonious development of the whole being." Good! He also said that in the future "girls will be able to do something more than to paint and finger the keys of a piano. The head must be educated to help the brain. With educated labor the great question of capital and labor will in time be solved."

But there was another tune sung at this association, and it was pitched by Supt. Aaron Gove. "He asked the teachers if they were prepared to have their salaries reduced in order that there might be provided a fund for the erection of buildings for schools to educate a few boys. He thought that it was not necessary to send a boy to the backyard and put him to sawing wood, in order that he might appreciate the dignity of labor. Manual training is a good thing, but not a necessity. It is not right to put the hand in the public pocket to educate the few, as would be a necessity in the introduction of such a system in the city schools. What the great mass of boys and girls most need is an opportunity to learn to read and write. Take good care of the brain, and when you get through with it, then turn your pupils over to the manual training school. He appealed to the teachers not to be carried away by the whirl of popular opinion."

All of this will be read within a generation as the protest of the famous thirty-one Boston schoolmasters against Horace Mann's suggestions is read to-day. The world moves, Mr. Gove, and you must move with it, or be moved. The decree is written.

A LITTLE Boston girl was asked by an artist to define drawing. "Oh," she replied, "drawing is thinking, and then marking around the think."

FIVE hundred and eighty-five thousand pupils attend the parochial schools in the United States.

IN 1632, the Plymouth Council enacted that any man elected to, and then declining, an office should be fined thirty pounds. The influence of that statute upon the American people cannot be estimated.

VERY positively it is sometimes asserted in these days that ignorance is the parent of crime, and that education will surely prevent it. Into the face of this assertion may be thrown the reply that of the inmates of Joliet, Ill., penitentiary only ten per cent. can be classed as illiterate. The reason why so many get there may be found in the fact that about two thirds of the Joliet convicts have no religious belief, and do not appear to want any.

IS THIS GOOD PSYCHOLOGY?—Col. Ingersoll says, "The brain thinks without asking our consent. We believe, or we disbelieve, without an effort of the will. Belief is a result. It is the effect of evidence upon the mind. There is no opportunity of being honest or dishonest in the formation of an opinion. The conclusion is entirely independent of desire."

THE name Lincoln is proposed for North Dakota, and Kanawha for West Virginia.

PHILADELPHIA has a large training school for colored teachers, and its head is Miss Fannie J. Coffin, one of the most notable colored women in the country. She is a graduate of the Rhode Island State Normal School and Oberlin College, and has taught since 1865.

THE changes going on in theoretical pedagogy are reflected in the later text-books; for publishers draw to their aid, not compilers as in days of yore, but successful educators. In the preparation of Harper's new Series of Readers. Superintendent O. T. Bright, of Englewood, Ill., Samuel Metuchen, of Philadelphia, and Jones Baldwin, as well as many other well-known teachers, co-operated. This is what the JOURNAL has always recommended. This plan of drawing from the experience of the profession will doubtless become universal, because it is in accordance with sound philosophy. Mr. Bright has given his special attention to the first book of the series, and his just ideas of the treatment of the young mind are clearly set forth in the preface. "Reading," he says, "is the interpretation of the thought in the printed page. This is quite an advance upon the definition in a text-book the writer used: 'Reading is the utterance of words with due force and expression.'"

THREE Cornell University students have been drowned within nine months. Last June Mr. Green, a post-graduate, lost his life in Fall Creek, in Ithaca, and last July, Mr. Griggs, a Freshman, was drowned at Northfield, Conn., while there attending Mr. Moody's Bible school. On the night of December 12, Edward Scribner Nevins, '90, of Orange, N. J., lost his life in Eddy Pond, in an attempt to save Miss Maggie Sullivan from drowning. Miss Sullivan was skating and broke through the ice.

THE great metaphysician Mansel was once riding along the road when he saw a donkey which had put its head in an ash-barrel, and couldn't get it out. A companion said, "The poor thing will smother." Mansel was heard to reflect audibly: "It will then be a case of asphyxia." Mansel once told about a country squire who had three favorite horses; the one he named Salt-fish, because he was good for a fast day; the next, Naples, because it was a beautiful bay; and the third, Morning Star, because it was a roarer.

I WRITE to thank you for the monthly supplements to your valuable JOURNAL. No teacher who wishes to succeed, can afford to miss them. Supt. Hughes' article on "How to Keep Order," will bring success to many young teachers who otherwise would have failed. I trust these supplements will have the large circulation which they merit.

Supt. Schools, Peoria, Ill.

N. C. DOUGHERTY.

OUR NEW CLUB RATES for the SCHOOL JOURNAL for 1899: 3 new subscriptions, \$4.50; 1 new subscription and 1 renewal, \$4.50; 5 new subscriptions, \$10.00; 1 renewal and 4 new subscriptions, \$10.00.



JAMES SULLY, M. A., LL. D.

Dr. Sully was born at Bridgewater, Somersetshire, in 1842. He came of a commercial family and was educated for a business career. At school he won prizes for mathematics and modern languages. He left school at the age of seventeen and went into his father's office at Bridgewater. After three years' trial of business he prevailed on his father to let him continue his studies. He went up to London and read for the Bachelor of Arts degree of the University of London which degree he took with honors in the year 1866. He then went to Germany to study, and heard among others the psychologist Lotze, at Gottingen. He returned to London in 1868, and took the M. A. degree at the University of London, winning the gold medal in the branch of philosophy. He then engaged for a while in tuition. His deep interest in philosophical, and especially in psychological, subjects soon led to an attempt to write upon them. His first literary efforts were articles contributed to the *Fortnightly Review*, and other reviews, from the year 1871. His first volume called "Sensation and Intuition: Studies in Psychology and Aesthetics," which appeared in 1874, was in the main a reprint of these articles. This publication was followed by a more considerable work entitled "Pessimism," in 1877. Four years later there appeared another volume "Illusions" in the International Scientific Series. Meanwhile he had been combining with his literary activity the practical work of lecturing on the subject of education. He had felt attracted to the subject of education from its close connection with his favorite science psychology, and he soon made his mark as a lecturer on the principles of education. Among other places he gave a series of lectures at the College of Preceptors in continuation of the work of the late Professor Joseph Payne, and these lectures he still continues to deliver, having discovered among students of psychology in general, and especially among teachers, a great demand for a clear exposition of the latest results of the science. He proceeded to write his "Outlines of Psychology, with Special Reference to Education," the first edition of which was published in England and America in 1884. A short compendium of this treatise, especially designed for teachers, was published in 1886, under the title "The Teachers' Hand-Book of Psychology." Dr. Sully has had his scientific attainments recognized by more than one authority. He has been appointed examiner in mental and moral science, not only by his own university, but by the University of Cambridge, and by the new Victoria University. A year or two ago the University of St. Andrews, on the proposal of the late Prof. Spencer Baynes, conferred on him the honorary degree of Doctor of Laws. During the present year he delivered at the request of the university authorities a course of lectures at Cambridge on the "History of Education." Dr. Sully is married and has two children, and he has made use of his observations of his children's early mental development as illustrations in his psychological works. The writings of Dr. Sully are widely read and greatly valued by American students.

THOUSANDS of our readers reviewed the events of the year in last week's JOURNAL with much interest, and the same number will highly appreciate the "Summary of Educational Thought," gathered from the state educational nuttings in this issue, with equal profit.

Other selections will appear next week. We know these three numbers will be especially valued.

THE *New Princeton Review* is consolidated with the *Political Science Quarterly*, published by Ginn & Co. Professor Sloane will continue to write as in the past.

THE annual meeting of the School Commissioners and City Superintendents' Association of this state is in session in this city as we go to press. A report of what was done and said will appear next week.

THE entire ticket nominated by the Republicans, of Boston, for school committee was elected. They are: for one year, Caroline E. Hastings; for two years, C. M. Green and W. A. Mowry; for three years, Solomon Schindler, L. B. Pingree, J. P. C. Winship, R. C. Humphreys, Samuel B. Capen, T. J. Emery, Willard S. Allen, and Liberty D. Packard. The only member of the present board reelected is Miss Hastings, and among the eleven there are no Catholics. Taking the vote for Mr. Schindler as representing very nearly the aggregate vote for school committee, and subtracting from it the total vote for mayor, gives 16,947 as the approximate number of women who voted in a total registration of about 21,800, or very nearly 80 per cent. As no separate returns were made of the women voters, the exact figures cannot be given.

MANNERISMS OF TEACHERS.

By MRS. JULIA M. DEWEY, Principal Training School, Lowell, Mass.

Time was when a school teacher could be recognized anywhere by a certain austerity or stiffness of dress and manner. Such is not the case now. Teachers as a class dress well, and the mannerisms of the school-room do not seem to cling to them as formerly. This is progress. There is every reason why teachers should not aim to make themselves a distinct species. There is every reason why they should conform to prevailing customs in dress and manners. Having gone thus far, they should continue the reform by breaking themselves of certain other "propensities" which still make the term teacher almost one of reproach. Many teachers indulge in saying sharp, pert, sarcastic things to their pupils, and thus a habit is formed which cannot be changed as easily as a dress. They grow fond of exercising this cunning of the tongue, and others beside their pupils soon become their victims. They make sarcastic remarks about their school committee, their superintendent, or other superior officers. They ridicule their work. They are constantly on the alert for some object upon which to draw the keen edge of wit. Do they realize how disagreeable they make themselves, even to their friends? Does it ever occur to them that they thus lower the social standing of teachers in general? Do they ever think how it eventually sours their own nature? The only remedy is to abstain from sarcasm in the school-room, and to cultivate there a sweetness and grace of manner that would befit a drawing-room.

A REVIEW OF A REVIEW.

By CAROLINE B. LE ROW.

Education, for November, is not sure] "what effect would be produced upon the philosophic mind" by a perusal of "The Young Idea." But would not the first impulse of the philosophic mind, or even that of "the ordinary mortal somewhat at home on educational subjects," be to ask the question, Does this book tell the truth, and is it true to an extent great enough to warrant such exposure and condemnation?

Upon what ground should criticism of any book be based? Certainly it should have some reference to the nature and object of the book itself. "The Young Idea" does not claim to be a work of imagination. It is a collection of facts, not gathered by "roaming over the whole country as a scavenger, smelling out all the foolish and unripe things little children just beginning to learn say," but facts offered to the writer by discouraged and tortured teachers in the United States, England, Scotland, and the farthest islands of the sea where the school system has penetrated. A large proportion of these originated in high schools and colleges, and their claim for attention rests upon the accompanying assertions of the teachers that, in nearly every case, the absurdity of the statement or answer, could be

directly traced to too rapid promotion, or to faulty methods, which have resulted in almost total paralysis of the power of attention, concentration, analysis, and reason,—everything but memory. In view of these facts, it is indeed pertinent to ask, "if it would not be better to return at once to barbarism and be happy."

But are these things matters of opinion, or matters of fact? Are they the expressions of prejudice, disappointment, anger, or malice, or are they the words of truth and soberness? Who can answer these questions? Best of all, teachers, upon whom the author in the book itself calls for testimony, in addition to what has been already volunteered: secondly, a vast number of interested and anxious mothers, a still smaller number of fathers, and a few intelligent, disinterested outside observers. Upon the answer of these persons, competent to testify, let the merits of the case depend.

Education wishes that certain zealous persons would "stop holding up our excellent school system to ridicule." Our theoretical school system is as far beyond ridicule as is the solar system; it is sublime in its ideal, almost divine in its intended mission. It is not the school system,—that grandest of all monuments to the courage, the wisdom, and the faith of the fathers,—which is made the subject of ridicule, but the excrescences, the monstrous growths, the wicked waste, the misdirected energy, the superficiality, the conceit, the pretense, the general "humbuggery" which has attached itself to the system. While the system itself is "excellent," almost beyond criticism in its plan, scope, and intention; while there are many schools excellent in all respects, the fact remains that many are excellent in no respect, while the great mass of them have, during the last quarter of a century, steadily deteriorated through a combination of causes, which the most superficial student of social and political economy cannot fail to understand.

These zealous persons are urged to "turn around and give their blessing to the poor school teachers, who, amid much discouragement, are trying to elevate" the youth of the country. Can any one doubt the sympathy of such men as Gen. Walker, and Col. Parker, for all school teachers? Is not every utterance from the lips of these distinguished men an indirect, if not direct, plea for them, for larger liberty and a better preliminary training, which shall make them worthy of the liberty? They have already given their blessing to many teachers in the shape of suggestion, encouragement, and practical assistance. And if there was one hope stronger than all others in the heart of the author of "The Young Idea," it was that the little book might be able to do something towards the removal of much of the useless load of labor now bound upon long suffering shoulders; that teachers, the world over, should be made free to stand upright like dignified, responsible men and women, conscientiously and intelligently working, not for "marks" and "examinations," but for the benefit of mortal bodies, and immortal souls. There are teachers who are "poor" in a different sense from that implied by Education, but the number is not larger than that of incompetents in the legal, medical, or even theological professions, while the great body of teachers are an immense uplifting power in the community. Society at large little realizes how much it is indebted to these devoted men and women, who, often on salaries that no good mechanic would be willing to accept, often hampered and crippled in their best endeavors and aspirations, by the senseless limitations and requirements of boards, trustees, and committeemen, are working far more hours than they are paid for, from the sublimest convictions of duty, the profoundest realization of their high office. It is a marvel that so many teachers accomplish so much under the circumstances. One cannot help speculating as to what they might do under more favorable conditions. True, "the teacher makes the school"—so far as he is allowed, but teachers can testify, if they will, as to the shortness of the tether by which they are confined. It is only a superficial reader who can say that in "The Young Idea," "all schools, teachers, and pupils are made fun of." If that were true, the author might profitably be spared from among the ranks of the living, while the book should as speedily as possible be put out of existence; but on the contrary, every page was inspired by love and sympathy for teachers, regret for the schools, and pity for the pupils. The cause which the book represents is worth, not only fighting for, but suffering for, and the writer is willing to fill even the role of "scavenger," if she may but succeed in removing from our educational institutions, the unsightly and unwholesome elements, which if undisturbed may poison, and eventually destroy that which is most valuable in life.

MIND STUDIES FOR THINKING TEACHERS.

I.

What are we to study? What is mind? How do we know mind is? No one ever saw it. It has not been weighed. It has neither length, breadth, nor thickness. Fire cannot burn it, water cannot drown it, a receptacle cannot hold it. What is it? Although it is so different from what can be handled, weighed, and analyzed, yet we are all just as certain of its existence as though it were a well-known animal.

WHAT MIND IS NOT.

It is not material. How do we know that this statement is true? Because no one believes now, and no reputable thinker has ever taught, that it is material. Many have taught that remembering, judging, and deciding are effects of nerve action, but no one has ever claimed that these mental activities are nerve action. There is a great difference between a cause and its effect. Not that we believe that memory is the effect of any vibrations in the brain, for we do not, but if it were, it would not prove that the mind is material any more than the toothache or headache are material. We can leave out of the question, once for all, that the mind is matter, or the effect of matter in motion. There isn't a particle of evidence to prove that it is. No argument has ever been adduced to even give a shadow of probability to the dogma of the materiality of mind, and we don't believe there ever will be. But it is, nevertheless, a fact that

ALL WE KNOW OF MIND IS THROUGH MATTER.

No one ever saw the manifestation of mind except through some material thing or things. The spiritualists never pretend to show pure mind. It is always some thing, either a tipping table, or a rapping, or a shadowy shadow. Some reality is at hand. We study the effects of mind, but only as these effects are exhibited in things. We think, but we think only of some things that can be seen, heard, felt, or tasted, or their combinations. Love must love something. Abstract love from all materiality, and it would be an unthinkable emotion. We can't think of God's love unless there is some being to be loved, and this being must be a reality, and all we know of reality centers around material reality. There may be immaterial realities. We believe there are. But we know nothing about them. We only know of their existence by faith. We shall know them hereafter, we believe, but not in this world. No book has ever been written describing immaterial beings, or any thought of how they look or what they do. There are angels, but all we know of them is from what has been seen or heard. It is absolutely necessary, then, that one should study mind through matter.

SELF-CONSCIOUSNESS.

I see, I hear, I feel, I smell, I taste, and then I can shut my eyes and think about what I saw, heard, felt, smelt, or tasted. "I think, therefore I am." Who thinks? The I—the ego. What is this ego? How do I know that I am? Because the very idea of thinking implies a thinker.

There must be something to know before it can be known. The knowing of this something as self is self-consciousness. I knew John Smith as John Smith, so I know myself as myself.

Self-consciousness implies consciousness, but consciousness cannot be defined. "The conscious self knows itself."

Some self-styled psychologists claim that self-consciousness has no necessary relation to our bodies; that we could have known ourselves just as well if we had no bodies, and if there was no matter, as we can now. Now will our readers try to imagine something without solids, liquids, gaseous, or ethereal substance, something with nothing in itself or anywhere within reach of it, and then imagine this something thinking! What would it think about? In this condition there could be no colors, no sounds, no electricity, no forces operating, for all these imply matter. The condition of pure mind without matter is a condition to us, in our present state, absolutely unthinkable. By faith we believe there is such an immaterial condition, but under our present environments such a state is unthinkable.

We shall be charged with holding the doctrine of the materialists. We do not, and no reasonable man will insist that we do. Because we have no means of studying the mind only through a material organization, does not make us teach that there is no soul or mind back of this material machine. On the other hand, it assumes that there is a mind, a soul, back of its environments, or else how could it manifest itself? And if something manifests itself through and by means of matter, this something must have a real existence, as we most certainly believe it has. All we affirm is that, concerning the essence of the soul or mind, apart from matter, we know nothing.

RECEPTION DAY.

THE PLOWMAN BARD.

By ELLA BOLDREY.

As the name of Burns and Scotland are so closely associated, make the day or exercise in honor of Scotland as well as of Burns. Have pupils bring pictures of Scottish scenery, castles, and people. Plan a drawing of Scotch thistle on the board. If bits of Scotch plaid can be obtained, tie them in the button-holes of pupils. Send for a collection of Scotch melodies.

PROGRAM.

- No. 1. Give a description of Scottish scenery.
 - No. 2. Show picture (if possible) of a Highlander. Describe his appearance; his kilt, bonnet, and plaid.
 - No. 3. Relate two or three incidents illustrating the character of the people.
 - No. 4. Describe several customs of the Scotch, and their dialect.
 - No. 5. Tell about the thistle; how it came to be the national flower; how Burns regarded it, and would spare it in clipping the weeds; how his grave was planted with thistles, etc.
 - No. 6. Name noted writers, both living and dead, who have written stories and poems of Scotland.
- (Have pupils take up the following on Burns by topic, expanding as much as possible.)

HIS BIRTHDAY.

Born January 25, 1759, in a clay-built cottage at Alloway. He tells us how "a blast of Japwar win' blew hausel in on Robin," and they had to run with him to another hut for shelter.

SIXTH YEAR.

A backward boy at his books, and not over-bright at anything. Sent with his brother Gilbert to school. Old Murdock, the schoolmaster, used to say: "Gilbert Burns, and no' Robert, was the laddie to make his mark. Gilbert could make poetry, too, while Robert could hardly make pot-hooks, and hoo Robert came to be a poet, and Gilbert just naebody by comparison, was mair than ever a schoolmaster could tell ye."

"The earliest pieces in which I took pleasure," he says, "were 'The Vision of Mirza,' and the hymn, 'How are thy servants blest, O Lord.' The first two books I ever read were, 'The Life of Hannibal,' and 'The Life of Sir William Wallace.'"

FOURTEENTH YEAR.

Robin has already made some rhymes. He becomes a plowman on his father's farm. One day when working with the reapers, he and a maid take a rig, or ridge, together, as was the custom, and as they work, the maid sings a Scotch ballad. Robin is pleased with the singer and the song, and tells her he will make a ballad if she will sing it. The maiden says she will try, and so his first beginning, "O, once I loved a bonnie lass," was written.

(Have "Handsome Nell" recited.)

EIGHTEENTH YEAR.

His father is old and feeble, the farm proves unprofitable, and the family seek another home. They work like slaves to keep a roof over their heads. Writes "My Father was a Farmer."

(Have poem recited.)

TWENTIETH YEAR.

The happiest year in the history of the family. Burns wrote some of his sprightliest songs, among them "John Barleycorn," and "My Nannie, O."

TWENTY-THIRD YEAR.

Established a social club, which led him to his fatal habit of drinking. Left his home and worked for a flax-dresser. One misfortune followed another, until he wrote his father he was willing to leave the world.

TWENTY-FIFTH YEAR.

His life still further saddened by the death of his father, whom he described in "The Cotter's Saturday Night."

(Have all or a part of this poem recited.)

The family were turned out of their home, and most of the property was seized. In this soured frame of mind he wrote "Holy Willie's Prayer," a sarcastic thrust at William Fisher, a small farmer who pretended to be very good, but who met with anything but a godly end.

TWENTY-SIXTH YEAR.

Finds him again on a farm. He is plowing one bitter winter's day with four horses. A boy named John Blane is at the head of the team. Suddenly he sees a mouse turn out in the furrow, nest and all, and, boylike, springs for it. But with one swift leap, Burns has John by the collar, and shakes him back into his place with a word John never forgot. Then the plowman goes on with his work, but like a man in a dream. The next morning that wonderful poem, "To a Mouse," was found in his room.

Burns had a tender regard for everything living, and never could bear hunting or fishing.

(Have poems, "To a Mouse," "To a Mountain Daisy," and "On Seeing a Wounded Hare Limp by me," recited.)

TWENTY-SEVENTH YEAR.

Mary Campbell, his Highland Mary, died. He wrote, "Gloomy Night is Gathering Fast." Intended to sail for the West Indies. His poems which had been published, met with such favor he was dissuaded from going. Fits up a farm for himself.

(Have "Highland Mary" and "Gloomy Night" recited.)

THIRTIETH YEAR.

Failed at farming. Was appointed exciseman, a position that tended to confirm his habit of drinking. Notwithstanding his dissipation, wrote this year, "To Mary in Heaven."

(Have poem recited.)

THIRTY-FIRST YEAR.

Gave up his farm and went to live in Dumfries. "Tam O' Shanter," the last of his long poems, was written at this time.

(Have a pupil describe this poem, reciting parts of it; then if there is an instrument, have the instrumental piece by that name played.)

THIRTY-FOURTH YEAR.

A new edition of his poems appeared, containing the new one, "Scots Wha Hae," which added much to his fame.

(Have poem recited by a boy.)

THIRTY-SIXTH YEAR.

Wrote his last serious production, "A Man's a Man for a' that." Began to realize the full power of his evil habits, and wrote, at this early age, to a friend, "the stiffening joints of old age were fast coming over him."

THIRTY-SEVENTH YEAR.

In January he was seized with rheumatic fever, which left him almost helpless. In the summer he was removed to the country, where he wrote his last song, "Fairest Maid on Devon's Banks." In July he was brought back to Dumfries, where he died July 31, aged thirty-seven years, six months. A touching incident is told of the regard in which he was held. As he lay dying, the street was crowded with workmen, many of them weeping. When asked what was the matter, they sobbed, "Robbie Burns is deen, Robbie Burns is deen."

HIS GRAVE.

He was buried in St. Michael's churchyard. No one who was able thought it worth while to mark the spot with a stone, but some loving hand planted the grave with Scotch thistles, and cared for them. Years afterward his remains were removed to a beautiful mausoleum.

(Describe the statue lately erected at Albany.)

PERSONAL APPEARANCE.

Scott describes him:

"His person was strong and robust; his manners rustic, not clownish. There was a strong expression of sense and shrewdness in all his lineaments, but the eye alone, I think, indicated the poetical character. It was large and of a dark cast, and glowed (I say literally glowed) when he spoke with feeling. I never saw such an eye in a human being."

IN HIS HOME.

Although his life was blighted by the curse of drink, yet he never would touch it in his own home. When the day's work was done, he taught his children, and always kept up the old custom of reading from the Bible to his family every evening. He loved his children dearly, and was never disturbed in his writing by their noise. Would forgive them anything except a lie.

HIS INDEPENDENCE.

When asked to drink the health of Prime Minister Pitt, he declined, and proposed the health of George Washington instead.

He was once invited to dine with a nobleman in Edinburgh. To his surprise, the peasant-poet was shown into the servants' hall. He ate his meal quietly, and when called before the company to sing a song, controlled his anger and sang, "A Man's a Man." When he came to the stanza, "Ye see yon birkie ca'd a lord," he pointed to his host, and finishing the stanza, left the room.

Interperse the exercise with Scottish songs. For variety, "The Hunting Tower" may be sung by a boy and a girl in costume. "Auld Robin Gray" may be given as an acted-song, one person singing the words, while others on the stage in appropriate dress accompany with actions.

Another feature for variety is to have ten or twelve girls in old-fashioned costume march in and sing one or two stanzas of several familiar Scotch airs, accompanying each with odd gestures.

SHORT QUOTATIONS.

1. Man's inhumanity to man
Makes countless thousands mourn.
2. Some books are lies frae end to end,
And some great lies were never penned.
3. The best laid schemes o' mice an' men
Gang aft agley,
An' la'e us nought but grief and pain
For promised joy.

4. Then gently scan your brother man,
Still gentler sister woman;
Though they may gang a kennin' wrang
To step aside is human.

5. Who made the heart, 'tis he alone
Decidedly can try us.

6. O wad some power the giftie gie us,
To see oursel as others see us.

7. The passing moment's all we rest on.

8. A few days may—a few years must,
Repose us in the silent dust.

9. Let us th' important *now* employ,
And live as those who never die.

10. Content and love brings peace and joy—
What mair have queens upon a throne?

WISDOM SELECTED FROM
RECENT ASSOCIATIONS.

MICHIGAN STATE ASSOCIATION.

THE ANNUAL ADDRESS.

By PRES. E. P. CHURCH.

"We come in part to sit at the feet of the doctors of the law, our seniors and superiors in the educational work. We come to see the friendly light of their benevolent countenances that we may partake of their spirit, and emulate their virtues. We come conscious of our individual defects, but reaching forward to something better."

After speaking of the destiny of the state and dwelling at some length upon our natural resources, our commercial facilities and mineral wealth, and speaking of our healthful and invigorating climate, with an area larger than that of some of the kingdoms of Europe, the speaker said:

"Michigan has within itself almost the possibilities of an empire, the very position of our state bringing us into intimate relations with the East, West, and great Northwest. Right here the power of able teachers, good schools and sound learning must be felt. Already the misguided, wasteful contest between

LABOR AND CAPITAL

distracts and paralyzes almost every great industry, and seriously imperils all smaller ones in many of our neighboring states. We as a state have enjoyed a fair exemption from the evil, but it will come to us with increasing population, and the introduction of a large foreign element, unless as we prevent it by more general education.

By a law of our state we are required to teach the physiological effects of alcohol and narcotics. This is well, and should not be neglected; but if a state has the right to prescribe what studies shall be pursued, and what branches taught, it has a right to insist that loyalty and patriotism be inculcated, that those principles that will tend to the preservation of our commonwealth be instilled into the minds of the children. If a state has a right to exist at all, it has the added right to seek self-preservation by the promulgation of all principles and doctrines that are essential, or that contribute to its perpetuity, and to the prosperity and happiness of its inhabitants."

RELATION OF INTELLIGENCE TO CRIME.

By HON. EDWIN WILLETTTS.

"If," says he, "there is any specific for crime in all its stages, it is labor. If the young of all conditions of life, of both sexes, were trained to industrious habits, taught some form of useful labor, if education gave the love of labor, we should soon see the tide turn in our prison statistics." Again, "Teach every boy in this country an honest trade by which he can make his living, and you will greatly diminish the number of criminals." "Our present school system is admirable," he continues, "yet our girls and boys come out of these schools without any profound respect for labor or for the laborer, or with a willingness to make a living by the labor of their hands. There is the weak point of the present system."

Discussions upon President Willettts' paper was participated in by Pres. Fiske and Prof. Barr, of Albion College, and Prof. Haines, of Hillsdale.

A paper on moral training in our public schools was read by Charles Scott, D. D., President of Hope College, followed by interesting discussion.

An interesting address was given by Dean Alfred Wright, of Boston, on the "Value of Classical Studies."

OFFICERS.

The election of officers resulted as follows: President, L. R. Fiske, Albion; vice-presidents, A. E. Haines, Hillsdale, and J. W. Simmons, Dowagiac; secretary, G. M. Slawson, Coldwater; treasurer, Miss Mary E. Tilton, Lansing; executive committee, three years, Dr. G. F. Hunting, Alma; J. M. McCall, Ithaca; Orr Shurtz, Charlotte; to fill vacancy for one year, Miss Mary E. Fish, Greenville.

INDIANA STATE ASSOCIATION.

MANUAL TRAINING.

By PRESIDENT JONES.

Manual labor will become respectable when the preparation for it is placed on precisely the same footing in the school as preparation for any other kind of occupation, viz., the study of its elements as a need of the child's nature and not as the immediate avenue to some trade. It may, when thus taught, be the open sesame to some, but it is quite as likely to develop in others capacities in quite different fields of effort. It would, however, leave all of them with a respect for manual labor born of its equal treatment in the schools.

WORK IN ELEMENTARY SCHOOLS.

By SUPT. J. W. LATYB.

There are four classes of critics, who like to have something to say about it. There is the flag end of opposers to public school and there are those that attack schools for the same reason they do the churches, viz., the notoriety, those who have no other knowledge, and have made failures of their children, and lastly those who know the public school system, who study and improve, and these last are the only ones who should be heard. Teachers have slight responsibility for physical development, and there is a disposition to make the schools a scapegoat for delinquencies of the family. There are too many "nice little ladies" to have healthy women, he said, and regular gymnastics cannot be compared to an exciting out-door romp. There are about forty different school systems, presenting what is expected in elementary reading writing, spelling, computations of business, grammar, geography, physiology and hygiene, to take care of the mind and body, and beyond this there should be drawing and vocal music.

THE HIGH SCHOOL.

By PRINCIPAL J. A. ZELLAR.

The term "high school" applies to that part of the system between the elementary and college, and is essential to unite the schools. The fundamental principle of legislation, he urged, is to foster genius and develop talent, and the high school conducts minds from the objective to subjective work. Its function transitional. Information must grow into knowledge, and it requires the co-operation of parental guardianship.

THE RELATION OF THE GRADE TO THE SYSTEM.

By SUPT. W. F. L. SANDERS.

The best language lesson is the one in which the child is led to talk. Proper instruction for the first three years amounts to much. The work of the grades should lead from the making of figures to rapid addition, easy fractions, and instruction how to think quickly. Special attention will assist memory, and early non-attention makes dreamers. Pupils should be taught to see and observe with care, and later, continued attention should be enforced.

PEDAGOGICAL INQUIRY.

By MISS LILLIE J. MARTIN.

Miss Martin cited many instances of experiments that had been made by Professor Hall and Miss Wiltse, of the Boston schools, who have gone extensively into their investigations. An incredible number of pupils there were found not to know the appearance of even the common domestic animals, and were unable to tell the size of different animals because their only knowledge of them was the small pictures found in their books.

THE NUMBER CONTENTS OF CHILDREN'S MINDS.

By S. S. PARR.

There are four steps, he said, in scientific knowledge. First, exact observation; second, guesses as to what the class of facts is; third, deductions from guesses, and fourth, corroborative deductions.

THE WINDOWS OF THE SOUL.

By DR. W. T. HARRIS.

He likened the common branches to the windows of the soul through which an illiterate man, shut up in the tower of ignorance, may be illuminated and emancipated by opening them. The view from them is enlarged upon as one progresses in education, leads to all the highest knowledge in regard to the world.

THE EDUCATIONAL VALUE OF MANUAL TRAINING.

By PROF. D. H. KENNEDY.

Manual training improves all of the faculties, for the hand is a positive factor in the system of education, and what the mind frames the hand gives visible expression to. It discovers those who have artistic tastes and talent, and these should continue the study in specialized forms. Its study gives to society artistic judgment. The architecture of the modern dwelling is deplorable. There should be esthetic results, which teach the good, the true, and the beautiful in art. Manual training gives dignity to labor. There used to be a time when the chief work of the college was to prepare for the professions. The introduction of manual training has changed this, and it gives to labor a greater share of the results of labor. Bad workmanship is a constant loss to society, and there is a crying need for better and more skilled labor. It is not a philosopher's stone that can turn everything to gold, but it gives refinement to every amenity of life. He is best educated who is best trained for noblest service.

By PRES. JAMES H. SMART.

On inquiry he had found that from 60 to 70 per cent in the shops become disgusted and quit, about 80 per cent. persevere and become journeymen, and only a very small per cent. become good workmen. "God gives enough to make us all rich, but we waste it," and he believed that manual training had a high educational value.

MISCELLANEOUS.

A paper was read by Mrs. Mary E. Johnson, teacher of drawing in the Richmond schools.

Prof. Jesse H. Brown gave a short talk on this subject, and Prof. Carhart followed. The last paper of the session was the choice of Hon. D. P. Baldwin, Superintendent W. H. Wiley, and Prof. C. W. Hodgkin, in a competition of several on the subject, "The School in its Relation to the Community," read by Mr. D. L.

Busselle, of Lafayette. The paper was refreshingly full of bright ideas aptly put, and called for frequent testimony of appreciation from the association.

A session was devoted to reports of the Children's Reading Circle. Professor Carhart, of Greencastle, gave an outline of the Teachers' Reading Circle, and the Children's Reading Circle. The latter has now thousands of members, and the reports from different counties were most encouraging.

OFFICERS.

For president, J. A. Zellar, of Lafayette; vice-presidents, R. J. Aleg, of Vincennes; W. P. Shannon, Greencastle; Thomas Newlin, Spiceland; T. N. James, Brazil; H. A. Dillon, Rochester; Mrs. J. H. Goodwin, Kendallville. Chairman executive committee, J. W. Layne, Evansville; E. E. Olcott, Utica; J. H. Henry, Martinsville; George F. Bass, Indianapolis; W. H. Calkins, superintendent Tippecanoe county; R. I. Hamilton, Huntington; Calvin Moore, St. Joseph county. Railroad secretary, T. G. Alford. Recording secretary, Mrs. A. E. H. Lemon, Bloomington. Mr. D. E. Hunter is treasurer for life.

NOTE.—Our space prevents us from reporting the meeting of the Academy of Science and the College Association. If it is possible we shall give all or part in a future number of the JOURNAL.

WISCONSIN STATE ASSOCIATION.

Dr. R. A. Hinsdale's address upon "The Practical in Education," was overflowing with valuable thoughts, and was given hearty applause. We deeply regret we have not an outline of what he said.

THE FUNCTIONS OF THE STATE DEPARTMENT OF PUBLIC INSTRUCTION.

By PRES. W. D. PARKER.

He believed the laws relative to the method of appeal and remission of decisions should be changed so as to render the work of the department more simple and less burdensome in this regard. Much time that could profitably be devoted in other lines is required in the reception and determination of appeals as now pursued, if the laws relating to them were simplified.

O. E. Wells followed with a paper on the same subject. J. W. Livingston, of Dodgeville, thought the department should look closer to the interest of the country school, also to the high schools, for on these is the superstructure of higher education erected.

President Albert Salisbury, of the Whitewater normal school, was not certain but what the matter of appeals, except those of teachers from the rulings of county superintendents in denying certificates, might not be taken out of the department entirely, and imposed upon county superintendents. President George Albee, of the Oshkosh normal school, held that appeals should be determined by men of experience in appeals, or those possessed of legal knowledge and training.

ESTABLISHMENT OF A SCHOOL FOR FEEBLE-MINDED CHILDREN.

Assistant Superintendent Chandler said that the history of the institutions and their marvelous results, are all sufficient to show the desirability and advisability of such a school in Wisconsin. The fact is developed, through the efforts of other states, that there are in every state and community a large number of children with a tendency to feeble-mindedness. Unless the latent mental functions are aroused to activity, the children become idiotic, and in Wisconsin unless means are taken to check the tendency, Wisconsin will have a class of hopeless idiots. If taken at the right age, feeble-minded children may be developed into reasonably intelligent and active children.

President Salisbury, of the Whitewater normal school, moved that the legislative committee be instructed to prepare a proper bill upon the subject, and seek its passage in the legislature.

Aaron Broughton, an Albany, Greene county, farmer, opposed the measure, and rather favored the slaughter of the "innocents." Instead of developing them into men and women of intelligence, if that intelligence be meager.

President Salisbury rhetorically boxed Broughton's ears, and said that if the question became whether to slaughter the feeble-minded children or raise them from their condition, he believed in reducing the number by arousing their latent intellectual faculties, as suggested by Mr. Chandler.

FORCES AVAILABLE FOR THE DEVELOPMENT AND PROPAGATION OF A BETTER EDUCATIONAL SENTIMENT.

By S. Y. GILLAM.

The report was substantially as follows:

I. Co-operation of teachers in the work of the farmers' institutes was recommended.

II. Short term teachers' institutes, held during the school year, with a popular program for an evening session, are most interesting.

III. School visitation on the part of parents should be encouraged by teachers. Exhibits of school work help in this direction.

IV. Graduation and close supervision of county schools is desired.

V. The press should be utilized by means of educational columns in newspapers.

RAISING THE STANDARD OF RURAL SCHOOLS.

By PROF. F. H. KING.

The ends to be sought are the production of rural population capable of producing from the soil a much larger amount of raw materials per acre.

The instrumentalities used in securing these ends must be (1) a much larger school fund available for rural school purposes; (2) a fuller development of the rural school system; (3) an additional corps of strong teachers specifically trained to supervise the work of the existing district schools, and in addition thereto to give instruction of a higher grade than that now provided, and which shall recognize the industrial needs of farm life; (4) literary and mechanical teachings.

LEGAL SCHOOL AGE.

By PRES. J. J. MAPEL.

Statistics show less than 4 per cent. of the children enrolled in

ungraded schools are under five years of age; in graded schools less than 11-2 per cent. Between five and six years of age those enrolled in ungraded schools is 51-2 per cent.; in graded schools, 5 per cent. In Milwaukee 10 per cent. of these are in kindergartens.

The average attendance in rural schools is not more than thirty. There may be three children in such schools under six years. Most schools report none under five years, and but few, if any, under six years.

These are present for the most part in the summer. The larger attendance under six years is found in localities where children are of foreign parentage, or in cities where kindergartens or lower primary schools are established. Teachers in most schools complain that the pupils of this age detract, and are restless. Superintendents state that facilities are not at hand for proper instruction, and teachers are incompetent.

Advise parents to keep children under five years of age at home. Encourage kindergartens in the centers of population. Distribute public funds on basis of attendance.

In the discussion following President Mapel's report, H. J. Desmond, of Milwaukee, presented a computation of attendance at school in a certain district of Milwaukee, made by Superintendent Anderson, of the Cream city. Three hundred and ten pupils entered school in the district, and their history was followed by the superintendent. Of the number 102, or 60 per cent., have either completed school of the fourth grade, or are still attending school. The following were the statistics given:

Graduated	5
Attending German English academy	1
Left school while in the 8th grade	5
In the 8th grade	8
Left school while in the 7th grade	25
In the 7th grade	23
Left school while in the 6th grade	41
In the 6th grade	22
Left school while in the 5th grade	35
In the 5th grade	8
Left school while in the 4th grade	17
In the 4th grade	2
Total	102

Some of the 4th and 5th grade pupils may have completed their education in private schools. Of the remaining pupils—118—nothing is known since they left the school several years ago.

SUMMER SCHOOL OF SCIENCE.

The summer school of science and its work were ably discussed by Assistant Superintendent Chandler, who reviewed the difficulties which have stood in the way of complete success, and it is now demonstrated that the school is valuable—that it is appreciated.

President Hardy announced the following committees: Legislative—W. D. Parker, River Falls; L. D. Harvey, Oshkosh; George W. Peckham, Milwaukee; S. A. Hooper, Milwaukee; L. H. Clark, Sparta; Superintendent C. L. Harper, Lancaster, and W. H. Millard, Green Lake county.

On annual sessions—S. Y. Gillam, Milwaukee; J. W. Stearns, Madison; and A. J. Hutton, Platteville.

MINNESOTA STATE ASSOCIATION.

RELATIONS OF BRAIN PHYSIOLOGY TO TEACHING.

By PROF. L. W. CHANEY, JR.

Physiological methods should be continued until well along in the child's life, and the best mode of developing the child's mind is by means of manual training. The conclusions of Prof. Chaney's paper were summed up as follows:

1. The importance of physiological training makes essential the provision of teachers trained by and for this method.
2. Sense impressions being so important in early years, the surroundings of school life deserve careful attention.
3. Bodily conditions react so powerfully upon the mind that too great care cannot be exercised in the sanitary arrangements of schools.
4. It is the duty of the state to utilize the plastic period to impress those moral ideas which are at the foundation of good citizenship.

DEFECTS IN OUR SCHOOL SYSTEM.

By PRES. C. W. G. HYDE.

The true work of the state school is, first of all, to impart knowledge. Many teachers have false notions of what constitutes knowledge, and much of the teaching tends to the development of the parasite. Secondly, the school should impart skill. Skill in oral language, drawing, modeling, woodwork, or laboratory work, so far as it is an expression of thought, is the best preparation for learning trades and professions. Third, the schools should inspire pupils with patriotism; and fourth, the highest aim of the schools is moral training. The teacher must be a living text-book on morals, and the teacher who lies to the children to make them good is training pupils for the gutter and the penitentiary.

NORMAL SCHOOLS.

By PROF. EDWARD SEARING.

Pres. Searing believed that the normal schools should be thorough in the common branches, and not too professional. His reason for this was, that most of those whom these schools fit for teachers are young women, who generally leave the work just at the age when a lawyer or doctor is getting really into a life practice. Messrs. Rankin and West took strong grounds against certain points in the paper, which, to them, seemed undue criticisms of the high schools. The discussion was lively, and only broken by the adjournment of the session. Groups of teachers took up the question in the corridors, the general impression being that the high schools and normal schools should in no sense be considered rivals.

WHAT DOES PROFESSIONAL TRAINING DO FOR THE TEACHER?

By PROF. W. A. SHOEMAKER.

The substantial benefits of training are: First, knowledge of

the order of acquiring the subject; second, skill in preparing the student to receive instruction; third, application of the true economy of zeal and ability to form specific plans for education; fourth, knowledge of special method. A knowledge of scientific method helps the teacher wonderfully in the improvement of his own mind, and is a most powerful awakener of that humility and aspiration which characterizes the true secret of knowledge.

HISTORY IN HIGH AND NORMAL SCHOOLS.

By SUPT. LEWIS.

By the exclusively chronological method more harm is often done than good, as pupils are not led to discover philosophical relations, and they thus form an aversion to the subject which prevents them from reading.

HISTORY AFTER LEAVING SCHOOL.

Only those facts should be taught that have a direct bearing upon the period of settlement, the revolution, the constitution and on practical history. Events of our history should be studied more in the relation that they bear to the European movements out of which they grew. The study of history should instill patriotism and make pupils more intelligent voters. More tariff history should be taught. Not that tariff problems will ever be solved by schoolmasters, but the schools should teach pupils the nature of a tariff and furnish them the elements of the problem so that they may form more intelligent judgments when they become voters. It is better to study two or three epochs well in the causes which led up to them and in the molding influences that grew out of them, than to be able to date all the events.

MUSIC IN SCHOOLS.

By PROF. C. H. CONGDON.

Music, if properly taught, is equal to any branch as a means of mental discipline. It furnishes excellent training for the perceptive faculties. Music has also a great moral power. Nowhere can this power be more happily exerted than in the school-room. To be healthy a person must have well developed lungs and vocal organs. Singing is one of the best methods of procuring this development. If children in the lower grades are taught from the beginning to think sounds they will soon become self-supporting. It has dawned upon this generation that children learn to sing by singing, just the same as they learn their mother tongue, not by studying the rules of grammar or the science of language, but by using it.

SELECTED CONCLUSIONS.—NORMAL SCHOOLS.

With reference to normal schools, the committee agree on the following statement of principles:

First.—The distinctive function of a normal school is that it fulfills the office of a technical institution designed to adapt students to begin the work of teaching.

Second.—The appropriate work of such a school falls under three heads:

A. New students bearing directly on the above mentioned purpose of the school, e. g., the history and philosophy of education.

B. Studies not new to the students, but which are taught with the purpose of giving the comprehensive knowledge of the subject that a teacher should have, and with the further purpose of teaching methods of instruction in such subjects; as it should not be forgotten that, while the normal school work is technical, yet its tools are the very studies and processes that compose a liberal education.

C. Practice teaching under competent inspection.

Third.—The preliminary training requisite for such a course should be a liberal education of at least secondary grade.

Fourth.—Such training should be given, so far as possible, in the public high schools, or in private schools of equal grade. Such training is the distinctive work of the high schools.

Fifth.—But if there are not enough high schools in the state, or if the state high schools are not sufficiently distributed, then an academic department may be attached to the normal school.

Sixth.—a. Such academic department is no part of the normal school proper, but is strictly a preparatory department.

b. It should be sharply differentiated from the professional department, and should be recognized explicitly as a temporary arrangement. Of course, in the practical adjustment of studies, so long as an academic department is retained there will naturally be more or less intermingling of the two. But this we regard as non-essential.

c. While it exists it should be fully equal in scope to a good high school.

d. It should be maintained until the high schools are so numerous and efficient that they can do the work no longer.

Seventh.—It would be equally desirable for all the high schools so to arrange their courses of study as to articulate well with the professional courses of the normal schools.

STATE CERTIFICATES.

First.—A conditional certificate, to be granted to graduates of normal schools for the length of time they are pledged to the service of the state, (viz: two years) and to be made a permanent certificate only upon a certificate of successful experience from the county or city superintendent under whom such service is rendered.

Second.—A permanent certificate to be granted to graduates of other schools, and to all teachers who establish, before a competent board, their right to such certificate on the ground of scholarship and successful experience.

Third.—Your committee are further of the opinion that the work of education in the state, would be materially aided if the regents of the University of Minnesota would establish in that institution a chair of pedagogy.

OFFICERS.

President H. P. Judson, of Minneapolis; general vice-president, J. H. Cummings, of Moorhead; vice-president of elementary section, D. Steward, of Rochester; general recording secretary, I. V. Hubbard, of Waseca; assistant secretary, primary section, Miss Isabel Lawrence, of St. Cloud; corresponding secretary, W. Robertson, of Wilmar; treasurer, J. C. Bryant, of St. Paul.

GENERAL SUMMARY.

By HON. D. L. KIEHL.

All departments are working freely together. The transition

from the lowest to the highest of the schools with the least amount of friction should be the end worked for. The different departments—normal, high, and common schools,—were each touched upon separately, and their good works noted. Harmony prevails everywhere, and the spirit of progress is present among all. The denominational colleges in the state, were referred to in complimentary terms, and attention called to the fact that representatives from these institutions were associated with the teachers of the state schools in this organization.

NOTE.—We regret that space prevents us from reporting meeting of the County Superintendents' Association. The committee on legislation of this association, recommended that legislation be secured in favor of the following points:

1. State certificates. 2. More stringent rules respecting compulsory education. 3. Grading of teachers' salaries. 4. Limiting the age of applicants for certificates. 5. Increasing the qualifications required for a county superintendent. 6. Providing for more efficient normal training for teachers in district schools. 7. Providing for district conventions for county superintendents, and for reimbursing them for expenses. 8. Lengthening the term of county superintendents from two to four years.

OFFICERS OF THE SUPERINTENDENTS' ASSOCIATION.

President, A. Braley, of Winona; vice-president, V. D. Eddy, of Chicago; secretary, L. F. Lammers, of Jackson; treasurer, L. P. Harrington, of McLeod; executive committee, C. D. Belden, of Mower; and Agnes E. Safley, of Cottonwood.

ILLINOIS STATE ASSOCIATION.

PUBLIC SCHOOLS AND CITIZENSHIP.

By W. H. RAY.

The definite results of this training should be: obedience to law and respect for authority, respect for honest toil, honesty of purpose, sufficient knowledge to enable the voter to read his ballot and cast it intelligently, a knowledge of the history, character, and purpose of our government, and nobility of manhood. Above all else, the pupil should be instructed in the economy and science of government, and be impressed with the solemnity of the citizen's duties. The speaker discussed the labor question at some length, showing the remedy for all the evils that afflict the laborer and his real co-worker, the capitalist, would be found in the public school. The public school will not perform full duty until it produces splendid men and women, and honest, intelligent citizens.

GRADUATION AND PROMOTION IN PUBLIC SCHOOLS.

By Supt. N. E. DOUGHERTY.

The greatest danger of the schools is a tendency to hold pupils back in the lower grades. The procession from the known to the unknown was not rapid enough. He vigorously denounced the cry for thoroughness which was continually re-echoed by the mechanical teacher. In his opinion there should be a radical change in the present principles and methods of promotion from grade to grade. Generally speaking, teachers show partiality for apt pupils. The time would come when the dull pupil would receive the same attention as his more brilliant brother.

Mrs. Ella F. Young made a ringing speech, endorsing Mr. Dougherty's denunciation of the cry for "thoroughness." Ex-State Superintendent Raab stated his views on the manner of making promotions, which were liberal and progressive. J. W. Wood, Mr. Harrison, of Champaign, C. I. Parker, of Chicago, J. N. Harter, of Jacksonville, and J. J. Crowder, of Springfield, also took part in the discussion.

THE WORKSHOP IN THE COMMON SCHOOL.

By CHAS. H. HAM.

The educational value of the workshop in the public schools is inestimable. As the schools are now, they do not promote morality. They do not even promote common honesty. Penitentiary statistics prove this. Three-fourths of the convicts know nothing of skilled labor; and every eleventh man is a college graduate. Large numbers of them are Sunday-school graduates. The only way to be moral is to be useful. The mechanic is the most moral man because his occupation brings him in constant contact with truth—with great physical truths and great natural laws.

George P. Brown, of Bloomington, editor of the *Illinois School Journal*, defended the negative idea of the question. His argument was one of considerable profundity. He denied the correctness of Mr. Ham's statistics, and insisted that drawing was as good a training as manual labor.

WHAT SHALL THE PUBLIC SCHOOLS TEACH?

was discussed in papers by John W. Cook, of Normal, Dr. Robert Allyn, of Carbondale, and Miss Mary E. Vaughan, of Decatur. The conclusion reached was that the present curriculum should be continued, but that it should be better taught, and that only civil government should be added.

THE SCHOOLMASTERS' CLUB.

The session was chiefly devoted to the consideration of the draft of a bill to be presented to the next legislature with a view to its adoption as a substitute for the present compulsory education law. The proposed act was discussed at length and adopted, with the club's recommendation. It requires at least sixteen weeks' attendance yearly of every child of school age, and makes the parent or guardian neglecting to secure such attendance liable to a fine of twenty dollars for each offense, unless it shall be shown that the delinquent child shall have received the requisite amount of instruction elsewhere than in the public schools. Mayors of cities and boards of town trustees shall appoint truant officers to inquire into the facts regarding each case, and enter complaint. Police and municipal courts and judges of county courts shall have jurisdiction in the truant cases described in the act.

The club also adopted a recommendation for legislation requiring applicants for first grade certificates to have at least one year's successful experience in teaching, and, in addition to the present qualifications for second grade certificates, to pass an examination in physiology and the laws of health, and in civil government. The club also recommended that nineteen years for males and eighteen for females be fixed by law as the mini-

mum ages for teachers. The club adjourned to meet in Peoria the first Saturday in February.

THE SCHOOLMISTRESSES' CLUB.

This select organization, which began its existence last year, embraces in its membership some of the best known women educators in the state. It is a very exclusive concern, the membership being limited to one hundred, and no persons but the members are permitted to attend any of its meetings. What these talented ladies do and say at their club meetings must be very interesting and edifying, but the curious public must rest content with the little information the ladies are willing to impart. The club held a very important meeting in the senate judiciary committee's room. Mrs. Ella F. Young, assistant superintendent of the Chicago public schools and president of the club, presided. Miss Flora Pennell, of the Illinois State Normal University at Normal, read an ably prepared and unusually interesting paper on "What Shall the Public Schools Teach?" The paper was overflowing with valuable hints and original suggestions, and the remainder of the morning session was spent in discussing it, all the members present taking part.

In the afternoon Miss J. Rose Colby, of Peoria, read a scholarly essay on "Matthew Arnold," and those who heard it pronounced it a marvelous production, and an able and exhaustive analysis of the great author's literary work. The paper was discussed by Miss Lyde Kent, superintendent of the Jacksonville city schools; Mrs. Mary F. Fentahans, of Springfield, Mrs. Mary A. Emery, superintendent of the schools of Peoria county, and Mrs. Young, superintendent of the Chicago city schools.

A conversation on institute work followed, after which a special committee consisting of Mrs. Fentahans, Miss Kent, and Miss Sarah E. Raymond, superintendent of the Bloomington city schools, was appointed to prepare and present to the club the features for a special course of study to raise the standard of education among the teachers, and in a measure relieve them from the burden of annual examinations.

MORAL TEACHING.

By F. U. TRACEY.

He took the ground that ignorance and vice go hand in hand, and that the tendency of education is to make men better and greater. "How may the teacher be helpful to his pupils?" was the question whose discussion constituted the feature of the afternoon. J. W. Coultas, of Moline, led in the discussion.

ENGLISH IN HIGH SCHOOLS.

By W. H. RAY.

Mr. Ray's idea was that the manuals of literature should be dispensed with in the high schools and selected papers by the pupils under the direction of the teachers, should be substituted for them. Mr. Helmle believed the composition exercises should be chiefly based on the work done in the literary and other classes, and that paraphrasing and the transposition of prose into poetry, and vice versa, were of the utmost importance.

HIGH SCHOOL SECTION.

Dr. Edwards, state superintendent of public instruction, delivered an address upon the results and tendencies of educational thought and practices, in which he gave a comprehensive review of the progress of education from the time when the teacher was in a measure regarded with contempt to the present day.

Following the address came a discussion of the topic, "Graduation from the Public High School," participated in by John P. Yoder, of Marseilles, and A. C. Butler, of Beardstown. It appeared to be the sense of the meeting that they should do away with much of the conventionalism in graduation. Some held it was an inspiration to the pupils of the lower grades to see the senior class get their diplomas graduation day.

Officers were elected as follows: President, M. Moore, Champaign; vice president, J. W. Coultas, Clinton; secretary, Miss Clara Eymann, Decatur; executive committee, David Feinlee, Carrollton; J. W. Henninger, Charleston; A. Baylis, Sterling. The association then adjourned.

OFFICERS OF THE STATE ASSOCIATION.

The following officers were elected: President, Dr. S. H. Peabody, Champaign; secretary, Miss Lyde Kent, Jacksonville; treasurer, C. O. Scudder, Pekin; executive committee, E. O. Latham, Danville; Miss Flora Pennell, Normal; and J. N. Collins, Springfield. One vice president was selected from each congressional district.

COLORADO STATE ASSOCIATION.

MANUAL TRAINING IN THE PUBLIC SCHOOLS.

By H. F. A. KLEINSCHMIDT.

He argued that the hand was the most marvelous thing in the world. It builds ships, erects stately buildings, and constructs the most wonderful things of this century. It is knocking at the door of our modern school institutions. At present when a young man leaves school he has nothing practical to begin with. He has been educated above hard labor, and when he finds that he cannot take equal rank with the practitioner of several years' experience in the professions, he goes into a dry goods store where he can keep up his appearance by dressing well. Ninety-seven out of every one hundred business men fail, because they do not find the vocation for which they are intended by nature. He has the erroneous impression that trades are below him. Is he to be blamed for his lofty ideas? Hardly. He is rather to be pitied. He is taught alone from books and gets nothing practical. Those boys, whose parents cannot afford to send them to school after a certain age, generally get only as far along in their studies as the door of the high schools. They spend three years at a trade, and in the meantime forget everything they have learned. Thus we find that those in the trades are poorly educated. Thought is expressed in four ways, namely: First, imperfectly in speech; second, better in writing; third, in drawing; and fourth, by practical illustration. The high school student can only express thought in the first two ways. Manual training in connection with a high school education, will enable a student to be able to express thought in all four ways. Omaha has manual training in her schools, and it is a pronounced success. Its benefit is to make boys more practical and to keep them in school longer.

Even girls have taken manual training with good result. At Toledo, Ohio, there is a public school of domestic economy in connection with a school of manual training for boys. Teachers of geography tell their pupils that the earth is round, and flat at the poles. They illustrate it by an orange. That is the same principle upon which is based manual training, yet such teachers may be opposed to it. The simplest, possible definition of manual training is, that it is the harmonious development of the whole being.

The gentleman at this point explained in detail his idea as to how it should be taught, giving illustrations.

The time is not far distant, he explained, when men who work with their hands will be recognized equally with those who use their intellect. Girls will be able to do something more than to paint and finger the keys of a piano. The head must be educated to help the brain. It will give new zeal to school life, and do away with sleepyheads in the school-room. With educated labor the great question of capital and labor will in time be solved.

Miss JESSIE E. MCARTHUR said: At present there is a great divorce case being tried by the most able men in the land, in which brains is the plaintiff, and labor the defendant. The greatest discredit of the nineteenth century is the neglect of the hand. Much of the lack of accuracy is due to the lack of hand training. All have noticed how happy children are when they are engaged. This love of activity can be developed into love of work. If the matter is presented properly to the legislature it may be established in connection with our public high school system. There is no reason why one should not have as good an impression of a civil engineer as of a lawyer. It is not the aim of a manual training school to simply teach a trade. It is the idea to give an education in connection with the practical work.

Supt. AARON GOVE made quite a speech against the introduction of the system at the present. He asked the teachers if they were prepared to have their salaries reduced in order that there might be provided a fund for the erection of buildings for such schools to educate a few boys. The school fund was not sufficient to do this building without such a reduction. He thought that it was not necessary to send a boy to the backyard and put him to sawing wood, in order that he might appreciate the dignity of labor. You find graduates of Colorado schools in the blacksmith shop and laying brick. You soon find them foremen, then contractors, and highly respected citizens. Manual training is a good thing, but not a necessity. It is not right to put the hand in the public pocket to educate the few, as would be a necessity in the introduction of such a system in the city schools. What the great mass of boys and girls most need is an opportunity to learn to read and write. Take good care of the brain, and when you get through with it, then turn your pupils over to the manual training school. He appealed to the teachers not to be carried away by the whirl of popular opinion.

HOW SHOULD GRAMMAR BE TAUGHT?

By MISS MAUD BELL.

The question was most ably presented, and was evidence of much study of the subject upon the part of the author. The discussion brought out a tirade of abuse from Professor I. C. Dennett, of Boulder, upon the manner in which the pupils of Colorado schools were instructed in English grammar. He made the assertion that seven out of every ten students who have studied grammar in the schools of the state, know neither English nor English grammar. They have been taught so that they are not able to understand anything of it. They have no idea of the relation of mood, tense, or anything else. The schools are turning out a set of imbeciles because they have not been taught the science. He was answered in a very decided manner by Miss Bell, who called the critic's attention to his own bad grammar used while speaking.

THE TEACHERS' WORK.

By PHIL. STEVENS.

American intellect is not on the down grade. When a man carves his way to the front to-day, he does it against the shrewdest and highest competition that ever has been. As the days roll by, the world finds less and less for the man of narrow ambition. The teachers' work demands an ideal—a progressive and aggressive worker. There seems to be a desire among teachers to have their work classed with the learned professions of the world. The world is inclined to hold the schoolmaster in a low light.

THE WORD METHOD.

By ROSE MALONE.

She taught her pupils by making a picture of a thing on the board, and writing its name underneath. They would familiarize the name with the picture, and then learn to read it without the picture. When one hundred words were learned that way, then the phonetic spelling came into play. Afterwards they would learn to spell. In this manner the alphabet was learned in the most simple and entertaining way. The word method is for the use of the pupil only until he has learned a vocabulary.

Following this paper Miss Cora McDonald, of Cheyenne, Wyo., read a paper upon "Ethics in the High School; How Best Cultivated." "What Subjects Should be Taught in High Schools, and to what Extent?" was answered in a paper read by P. W. Search, of South Pueblo, and discussed under the leadership of Mr. W. W. Watters, of Leadville.

THE COLLEGE COURSE.

By W. O. THOMPSON.

It has been expected always of the college that it will prepare for some special line. The course should keep in view the harmonious building up of the student. Mr. Thompson here showed how the latent powers and all the energies of the college student should be built up and strengthened. A college course should not aim to university work. One is general, the other complete and exhaustive. Modern movement is forward, and towards keeping these two distinct. We are astounded when we contrast the requirements of the present day with the past. Webster and other great men completed their college courses when eighteen or nineteen years of age. Any of them would fall at graduation to enter the college of to-day.

ADOPTION OF A STATE COURSE OF STUDY.

By Miss JESSIE A. WRIGHT.

The lady took the affirmative side of the question. If the minds

of the children of the country are of the same expansion as the pupils of the city schools, why then could they not be capable of accomplishing the same results?

WHAT TRAINING AND WHAT EDUCATION SHOULD BE REQUIRED OF TEACHERS IN UNGRADED SCHOOLS?

By PROF. DU P. SYLE.

To begin at the bottom they should be given a course of kindergarten. Its methods and principles are essential to them. One cannot understand the English language without a study of Latin. They should have a year's physics and chemistry. I would give them no astronomy, history, zoology, or any otherology. They have no use for them in the ungraded school. They want English literature. The worst thing in their catalogue is psychology. It is full of verbal and unsettled questions. They can not master it.

Prof. J. A. Condit led the discussion on this subject, and said that he did not think Prof. DuP. Syle had given a fair picture of the ungraded teacher, for they were far better than they had been described.

Professor Boyd differed with Professor Syle as regards psychology. He thought it was a most important thing to the teacher of the ungraded scholar. Also physiology.

Professor Condit, of Delta, thought that right was right, that there wasn't place for wrong, and that a great deal of intelligence was needed in the country schools. When the fact is considered that from the country a large proportion of the prominent men come, there is something to make them prominent. It may be physical qualities acquired in the country. At any rate the country teacher should be well educated with a good knowledge of humanity.

A GRADED SCHOOL IN THE COUNTRY.

By J. P. JACKSON.

"There is no standard of scholarship in the country school," said the essayist. "The rural school has not kept pace with the advancement of education." He gave nine good reasons why a graded course should be introduced in all the country schools, and of the advantages to be derived therefrom.

AMERICAN CIVICS.

By W. C. THOMAS.

The gentleman stated that the claims of the state had often been overlooked in this matter. He recited the object and aim of civics in American schools, and said that it was necessary because of the introduction of a large foreign element which had no sympathy with our free institutions, and by reason of political corruption.

JUDICIOUS QUESTIONING.

By P. M. CONDIT.

Teaching is advancing, said he. What is instruction for one pupil is not for another. One must recognize his own ignorance before he can realize his own good. The rule is to excite, develop, and fill. There is great danger of too long and wordy questions. While there can be too many words, there cannot be too many thoughts. There are general principles governing right questions.

NOT IN TEXT-BOOKS.

By C. O. BROXTON.

Strange to say, one of the most important branches of the education which is to prepare us for the duties of life is the most neglected. A system of moral training not being found in our text-books we find it difficult to introduce the subject properly into our daily work.

WHY DO OUR BOYS LEAVE SCHOOL BEFORE GRADUATION?

By LEE CHAMPION.

He attributed it to the fact that education and starvation must go hand in hand or not at all. Boys, or the greater part of them have to work for their living, and are thus deprived of the privilege of continuing school until graduation.

WHY DO OUR PUPILS FAIL IN ARITHMETIC?

By H. M. HALE.

No teacher can take some pupils and make them perfect because they have not mathematical minds. He did not want the association to think that he was making a tirade upon humanity, but some people can't learn music, can't distinguish colors, can't do other special things. It is human nature that some people should be lacking special qualities. Minds are not all alike. He advised teachers not to lose sleep over poor arithmetic scholars if they do not come up to their expectations.

OFFICERS.

President—J. R. Brackett, of Boulder.
Vice President—W. W. Wells, of Leadville.
Secretary—Miss A. L. Nuttler, of Pueblo.
Executive Committee—William H. Smiley, of Denver, S. A. Jones, of Colorado Springs, W. Triplett.

Note—We would be very glad to report more of the excellent work done at this association, but our space prevents our doing so.

"Easy Experiments in Science," is the title of a little handbook by Prof. J. F. Woodhull, formerly of the normal school at New Paltz, N. Y., to be published in February by E. L. Kellogg & Co., New York and Chicago. All who have heard Mr. Woodhull lecture will be pleased with his book.

OUR NEW CLUB RATES for the SCHOOL JOURNAL for 1889: 3 new subscriptions, \$4.50; 1 new subscription and 1 renewal, \$4.50; 5 new subscriptions, \$10.00; 1 renewal and 4 new subscriptions, \$10.00.

THINGS OF TO-DAY.

Gen. Boulanger denies that he aims at a dictatorship. [What is a dictator? With what party is Gen. Boulanger connected?]

The Senate is again discussing the tariff. [What arguments are advanced in favor of tariff reduction, and what against it? Who are the leaders in the tariff discussions on both sides? Tell what you know of the tariff acts in this country?]

Gov. Hill was inaugurated. [For how long a term is the governor of New York elected? Name some of the governors that have preceded Gov. Hill. Which one was instrumental in getting the Erie canal built? Who was governor during the late war? Which of the governors have afterward been Presidential candidates?]

Eight persons were killed by an earthquake in Nicaragua. [What is the theory in regard to the cause of earthquakes? What Southern city was recently damaged by a series of earthquake shocks?]

Natural gas was struck in Steuben county, N. Y. [Explain the origin of natural gas. To what uses is it applied?]

There are rumors of railway rate-cutting. [How do great railway corporations fix freight and passenger rates? What is a rate war? How does the commercial and traveling public profit by it?]

A suit for trespass involving millions of dollars, has been brought by the government against the Northern Pacific Railway Company. [What is public land? Why is it argued that railroads should be held to strict accountability for such trespasses?]

Edward Harrigan, M.P., has been sentenced to six months' imprisonment. [What is the purpose of the Irish National League? What do you think of the justice of sending men to prison for expressing their opinions?]

The Hoosac tunnel has been lighted with electricity. [Where is this tunnel situated? Explain its value. How are tunnels constructed? How is the electric light produced?]

On the appearance of the Galena and Yantic at Port au Prince, President Legitime surrendered the seized Haytian Republic. [State what you know of the trouble between the United States and Hayti. Tell what you know of the history of Hayti. What are its productions?]

FACT AND RUMOR.

Bismarck is reported very sick. [What position does he hold? What has been his principal work in Germany? Under what rulers has he been chancellor?]

Senator Hiseock narrowly escaped being killed by a railroad train at Cincinnati. [What do you know of him? How many senators has each state, and for how long a term are they elected? Explain the origin of the two branches of Congress.]

George W. Childs and A. J. Drexel will establish a free school at Philadelphia, for the higher education of women. [Give a short sketch of Mr. Childs. Name some educational institutions where only women are admitted.]

Mrs. Harriet Beecher Stowe has largely regained her health. [What book gives her an especially strong hold on the affections of the American people? Tell how it happened to be written.]

Queen Ranavalona III, of Madagascar, and President Carnot have been exchanging keepsakes. [What do you know of the climate and productions of Madagascar? Describe the people who live there. What are the relations of France with that island?]

Since the labor of prisoners has been dispensed with, the deficiency of the New York state prisons has been about \$1,000,000. [What are the arguments against prison contract labor? How do you think prisoners should be employed?]

The Empress of Japan recently contributed about \$80,000 for the erection of the Red Cross Society Hospital at Neno. [What is the size and extent of Japan? For what are the people noted? Describe their dress. What have they done toward introducing European improvements?]

Secretary Bayard is considered to be worth \$300,000, invested largely in Baltimore real estate. [What are the duties of the Secretary of State? Who have held that position in the past? What are the other members of the Cabinet? Of how many members did it consist in Washington's time? Who appoints the Cabinet?]

No one should suffer with boils or humors when Hood's Sarsapilla cures so quickly and well.

EDUCATIONAL NOTES.

GEORGIA.

The Piedmont Chautauqua at Salt Springs, twenty miles from Atlanta, proved both recreative and instructive. The surroundings were fine, the management and tuition efficient.

The following persons of this state were appointees for the Peabody scholarships: Tullie C. Stone, Julia Lester, Daisie Davies, and Geo. E. Nolan.

The Technological School, situated at Gate City, under the supervision of Dr. I. S. Hopkins, formerly of Emory College, Oxford, opened with a fair attendance.

The public schools of Newnan are doing good work with Lyman H. Ford, of Ohio, as superintendent, and John E. Pendergrast, principal.

Frank Willis has given Washington \$5,000 for a library building, \$10,000 for the books, and an endowment of \$10,000.

Judge Jas. S. Hook has been appointed school commissioner for the state to succeed the late Dr. G. J. Orr.

Mercer University, Macon, enters upon the second half century of its history under favorable auspices, and its outlook is promising. The buildings have been greatly improved and tastefully ornamented, while recitation and lecture rooms have been fitted up with elegant and substantial school furniture. Besides

the school of technology, finely equipped, in the city of Atlanta, there are connected with the State University at Athens the medical school at Augusta, the agricultural school at Dahlonega, the military and agricultural school at Milledgeville, the Southwest Georgia Agricultural College at Cuthbert, and the school at Thomasville. For these the state grants an annuity of \$400,000 per annum. Seven states, besides Georgia, are represented at the university. The state appropriation of \$5,000, for the benefit of the campus, has recently been applied to repairing the dormitories, and other buildings on the campus. The new professors elected to chairs in the State University are Dr. Spencer, of Canada, to the professorship of geology, and Captain Swelling, of Thomasville, instructor in military tactics, and assistant to the professor in mathematics. The trustees of the university have elected Rev. W. E. Borge, professor in the Presbyterian Seminary, Columbia, S. C., to the chancellorship of the Georgia State University, to fill the vacancy of Dr. P. H. Mell.

Prof. F. E. Reid will retire from the management of the Greenville school after the present term. J. H. Featherston, of McDonough, will succeed him and will be assisted by Mrs. Nellie O'Hara, of Greenville.

W. L. Cousins has been unanimously re-elected principal of Asbury school, Trout county.

Mr. S. T. Culpepper will take charge of Oakland Academy next year; his present position will be filled by Mr. John H. White, of Hogansville.

Luthersville Institute is conducted by Prof. Weaver, of Thomas-ton, assisted by Miss Bessie Summer, of Senola.

Miss Annie White has resigned her position at District Corners.

Prof. C. C. Nall, of Grantville, one of Georgia's most reliable teachers will go to Rockford, Ala., next year.

Mr. Looney and Mrs. Crawley, who taught so successfully in Jonesboro have established a school in Atlanta.

The seventh day of the recent Columbus exposition was known as "school day." MISS IDA V. SPENCE, Warnersville.

INDIANA.

State Superintendent H. M. LaFollette recommended recently in a special circular, that the 11th of December be set apart for the celebration of the admission of Indiana into the Union, on this its seventy-second anniversary. He said: "Patriotism and good citizenship are the most important elements in the new education of a republic like ours." A good program was provided for the occasion and generally carried out.

A. H. Beals, formerly of the American College, at Logansport, is now superintendent of schools at Paducah, Kentucky.

N. D. Doughman, a popular teacher of north-eastern Indiana, has ceased teaching and entered the practice of law at Ft. Wayne.

The trustees of Ft. Wayne College have selected the Rev. H. N. Herriek, of Goheen, as president of that institution to succeed Dr. Yocum, resigned.

S. D. Crane, formerly superintendent of Lagrange county, is now in charge of the schools at Chetopa, Kansas.

J. W. Perrin, a former teacher of this state, is now superintendent of the Petersburg, Illinois schools.

E. S. Clarke, an old teacher of this state, is entering upon his fourth term as superintendent at Henderson, Kentucky.

Nellie E. Turner, of Oswego, N. Y., has been selected to take charge of the the practice school established at De Pauw Normal this year.

A. C. Goodwin, at one time a county superintendent of this state, is still at Owensboro, Kentucky, superintending the school there.

Miss Ruth Morris, at one time a member of our state normal school faculty, is now professor of methods in Illinois State Normal.

The young people's reading circle, is meeting with great success in Indiana.

Hon. H. M. LaFollette, state superintendent of public instruction, proposes to try to secure legislation that will authorize trustees to employ teachers for a period of two or five years after one year's experience. This will be a step in the right direction.

The annual session of the teachers' institute of Steuben county was held recently at Angola.

In Lawrence county every teacher belongs to the teachers' reading circle, for the reason that the trustees of the various townships provide for it in their contracts with teachers.

Prof. L. S. Baldwin, formerly of Westfield, has charge of the schools at Ballinger, Texas.

Rev. L. G. Gray has retired from the presidency of Coates College, Terre Haute, and removed to Minneapolis, Minn.

Marita Mattel, opera and oratorio soprano, of New York City, has taken charge of the voice culture department of De Pauw University, Greencastle.

Miss Ella L. Norris, formerly a teacher in the Indianapolis schools, went west a few years ago, pre-empted 160 acres of land, and is now principal of the high school, Bismarck, Dak.

Prof. J. A. Woodburn, of the State University, has been granted another leave of absence, and will spend it at Johns Hopkins University studying history and political science.

Miss Lillie J. Martin, of the Indianapolis high school, who read a paper before the National Teachers' Association at San Francisco, has recently been offered choice of two lucrative positions in California, which she declined.

New Albany.

JOHN R. WEATHERS.

PENNSYLVANIA.

A teachers' association has been formed in Luzerne county, with Supt. James M. Coughlin as president.

The public schools at Schuylkill Haven, under the wise supervision of Prof. H. Day Gise, an efficient and active new educationist, and a corps of progressive teachers, are doing excellent work. Sand modeling, work in clay and putty, and other advanced lines of work, have lately been introduced in their schools.

Doctors Albert N. Raub and A. R. Horne have been doing institute work in New Jersey.

J. Howard Jacobs, the newly-elected president of the board of education at Reading, is in hearty sympathy with progressive education, and is doing much toward promoting its interests among the teachers and schools of his city.

Bucknell University presidency has been offered Dr. George Morris Philips, of the State Normal School at Westchester.

Miss Anna Buckbee, well known for her successful administra-

tion in the school superintendency of Potter county, is doing distinguished school work at Berwick.

The management of the Greensburg Seminary have secured Miss Lelia E. Partridge to deliver a course of lectures on teaching before the students of that institution.

Arbor Day exercises were held recently at the Tuscarora Academy, Academia.

In some districts in the state, male teachers receive only twenty dollars a month, and for this paltry sum good work is expected.

Culinary education has been introduced into the Philadelphia schools. Miss Morris, a thoroughly competent teacher, has been selected to give instruction. A kitchen for her use has been fitted up at the Normal School. Thirteen cooking classes, of twenty scholars each, are to be formed by girls from the eleventh grade of all the grammar schools of the city. The lessons for each class will take place about once a week. All the material used will be furnished by the board of education. More than 1,000 applications have been made by parents to have their daughters admitted to the classes.

In some districts of the state, it is said that the applicant who offers the highest per cent. of his salary to the contracting director gets the position.

The senior class of the Bloomsburg Normal School numbers sixty-two. This is next to the largest class the school has ever had. The Practice School numbers sixty pupils.

Bloomsburg. WM. NORTLING.

SOUTH CAROLINA.

J. G. Baird, of the Leesville Classical Institute, is at Lancaster, taking charge of the academy there.

Prof. L. B. Haynes, formerly of the Columbia Female College, is now president of the classical institute at Leesville.

Rev. J. P. Pritchard, late of Mullins, is in charge of the Easley high school. Mr. Lake, who was at Easley several years, has gone to Texas.

Greenville. W. S. MORRISON.

UTAH.

Wm. M. Stewart, of Salt Lake City, has recently been elected professor of pedagogy in the University of Deseret, Salt Lake City. Some years ago Mr. Stewart was teaching a district school and even while in the country school showed his interest in education by subscribing for the SCHOOL JOURNAL. Four years later he was elected county superintendent which position he has held for several terms. He has just been elected as professor of pedagogy in the university. Of the SCHOOL JOURNAL he says: "I owe much of my success to its inspiration."

VERMONT.

The new Black River Academy building at Ludlow is nearly ready for occupancy. The winter term will be held there.

Windsor high school has had a remarkably large attendance this fall and winter.

The students of the St. Albans high school are issuing a fine paper called *The Academic*.

Rutland has an evening school with ninety pupils enrolled, and 1,500 pupils in her public schools.

The new school building at Saxton's River was recently dedicated. Although but eleven years old, this academy is one of the best-equipped in New England.

The governor has appointed Principal Tandon inspector of normal schools.

The latest educative influence at work in the state is the reviva of the old time spelling school. It seems to be a popular craze. Such "fads" pay, and the more we have the better.

The classes in Chester high school rank higher than for some years before.

Perkinsville. B. H. ALLBER.

WASHINGTON TERRITORY.

Miss E. J. Kennedy is the new superintendent of the Seattle schools. For years she has been in the training department of the Normal University of Illinois.

There are 64,074 school youth in the territory.

The Territorial University, located at Seattle, has the following faculty: T. M. Gatch, A.M., Ph.D., president; O. B. Johnson, LL.B., professor of natural history; J. M. Taylor, M.S., professor of mathematics; Miss E. J. Chamberlin, B.S., teacher of German and elocution; Miss Clara Gath, teacher of art; Miss Florence Adams, A.B., librarian. Dr. D. J. Pierce is a new member of the faculty. His department is mental and moral science.

The SCHOOL JOURNAL is a week old when it reaches Tacoma, but its contents are new and inviting, and bring us within the range of the school influences of this great country.

The Olympia Collegiate Institute has 126 students. President Follansbee knows how to manage as well as to instruct.

Rev. C. H. Pomeroy, D.D., has located upon the North Pacific coast, on the Chautauqua grounds, Vashon island. Dr. Pomeroy was president of Callanan College, Des Moines, for a long time; he was also president of the Kansas State Normal School, Emporia, Kansas.

Fannie H. Wood is principal of the ladies' department of Puget Sound Academy, Coupeville, Whidley Island. Supt. Julia E. Kennedy, of the Seattle schools, is infusing new life and thought into her schools. The *Seattle Post-Intelligencer*, the leading daily in the territory, thus comments editorially:

"From the statistics it appears that the entire amount raised in the territory for school purposes for the year ending June 30, was \$305,885. The total expenditures for all purposes was \$304,723, of which amount \$299,588 was paid to teachers. The amount on hand at the end of the year was \$154,790. The average salary paid male teachers was \$55.60. The average paid female was \$37.30.

Number of children enrolled in the public schools, 36,673; number in private schools, 8,455; number not attending school, 13,002; number in territory of school age, 50,830; total number in territory under 21 years, 83,670.

Number of teachers employed, 1,285; number holding first grade certificates, 275; second grade, 478, of which 312 are females.

During the year one hundred school-houses have been built, and nineteen teachers' institutes have been held. The number of school districts in the territory is 1,060; number of school-houses, 626; number of graded schools, 40."

The M. E. church is to build a university in Tacoma.

Tacoma, W. T. Supt. F. B. GAULT.

WISCONSIN.

The recent lecture by Dr. Stearns at the Milwaukee normal school, on "Class Instruction," was largely attended and highly appreciated. He distinguished between "questioning to teach" and "questioning to test," and stated that the former is overdone in modern developing exercises. Sharp and vigorous questioning is valuable on account of the feeling of accountability it engenders in the pupils.

There are 567,702 children of school age in the state, of which number 332,721 were enrolled during the year.

The school buildings number 7,184 and the teachers employed 8,067; average monthly salary of male teachers outside of cities is \$42.94, of female teachers \$38.91.

Judge Bennett's recent decision in the Edgerton Bible case is provoking considerable discussion in school and church circles. The judge held that the reading of King James' version of the Bible was not sectarian instruction, since no pupils were obliged to listen if they did not desire. The case, however, will most likely be carried to the supreme court.

The Fond du Lac schools publish monthly *Our Little Folk's Reader*, a sixteen page pamphlet made up of the compositions of pupils in the second, third, and fourth grades.

Kate N. Tupper, formerly connected with the Whitewater normal school, has assumed charge of the normal department of the Nevada State University, at Reno, Nevada.

In the curriculum of the lower grades of the Milwaukee high school is a branch entitled "Science of Common Things." The subject is taught by performing simple experiments, such as finding the specific gravity of bodies, and by discussing in a subsequent lesson the knowledge thus obtained.

Geo. B. Bergen has resigned his position as principal of the national home district near Milwaukee, though offered a handsome increase of salary to remain, to accept a position as manager of a Chicago publishing house.

Frank N. Miller was elected superintendent of the Winnebago county schools, and Henry Greibe of the Sheboygan county schools.

A large addition is being made to the building of the Oshkosh normal school. It is to be used principally for a gymnasium and for the preparatory department and is to cost \$23,000.

A new departure in the teaching of English has been made in the Milwaukee schools. More practical work in composition has been introduced, and less technical work in grammar is required, the latter being combined with the seventh and eighth grades.

St. Francis. E. A. BELDA.
Instruction in elementary science in the lower grades, has been introduced in the public schools of Watertown and Menomonie. Hooker's Child's Book of Nature is taken as the basis of the instruction.

A Teachers' Reading Circle to pursue the advanced course, has been organized at Necedah.

NEW YORK CITY.

From the platform of Steinway Hall last week, ex-Mayor William R. Grace and Judge Lawrence, with his crown of snowy hair and ruddy face, looked down on the main floor, and up in the balconies at a sea of young faces beaming with enthusiasm as they heard their friends and classmates sing, and declaim in the annual entertainment of the Goldkey Association. Of the fourteen numbers on the program, a debate on the subject, "Is party spirit necessary for good government?" was the feature of the evening. Messrs. W. P. Hudson, and Thomas S. Loneragan, argued in the affirmative, and Messrs. John J. Corbett and Joseph C. Rowan, in the negative. Judge Lawrence complimented them on their efforts. He and ex-Mayor Grace were the judges. Mayor Hugh J. Grant was to have been present as the third judge, but he sent a letter of regret, as did Chauncey M. Depew. Judge Lawrence decided in favor of the champions of the negative proposition.

Miss Camille Lafond and J. Will Hanley in songs, and James A. Farrell, Joseph P. Carney, Joseph A. Nugent, and D. J. Barry, in recitations each distinguished themselves. Ex-Mayor Grace closed the entertainment.

The school trustees of the Tenth ward have at last filled the vacancy caused by the resignation of Miss Fitzgerald as principal of Primary School No. 1, in Ludlow street. Miss Fitzgerald is a sister-in-law of George Hall, the Tammany leader in that district and is a Catholic. Miss Brennan and Miss Stephens, the first a teacher in Grammar School No. 20 in Chrystie street, and the second a teacher in Grammar School No. 75, in Norfolk street, were candidates for the place. Both are Catholics. Cynthia H. Murdock, the senior teacher in Primary School No. 1, who has been twenty-four years of service, was a third candidate, and is a Protestant. All voting on the subject resulted in a deadlock until Monday night, when at their last meeting for this year, the trustees appointed Miss Murdock by a vote of four to one. The affirmative votes were Chairman Joseph Bellows, secretary Frank A. Spencer, John C. Clegg, and Fernando Baltes. The negative vote was cast by Patrick Carroll. Secretary Spencer had originally supported Miss Brennan, and Mr. Baltes had been on the fence.

The four contestants for the Elliott F. Shepard prize of \$50, for the best argument in debate at the College of the City of New York, were all Israelites, and the successful contestant was Mr. Montague Lessler.

Few charitable institutions of the city are more deserving of patronage than the Wilson Industrial School for Girls and Missions. Founded in 1854, it is among the oldest of the kind in the city. Its work touches a class of people with which many other associations do not come in contact. Young girls of the poorer classes are taught how to cook and sew, and a keen interest in home is awakened in those who have not felt its benefits. A day-school, a nursery, and a dispensary are connected with the institution, together with a club for girls and a club for boys. But there has been a drain upon the resources of the school, and many of the former subscribers are dead. The course of readings is given to replenish the treasury. New subscribers are also wanted. Information regarding the school can be obtained from Mrs.

Jonathan Sturges, No. 40 East Thirty-sixth st. The last reading was given on January 10, at which Mr. Richardson recited "Christmas Carol."

From 4 to 9 P. M. last New Year's day there was a crowd of boys in front of the door at 3 West Fourteenth street. They were not the same boys all the time, but as fast as a squad of thirty was permitted to pass the policeman on guard, as many more came from all directions to fill up the ranks. These boys were the regular patrons of the free reading room that was established in Fourteenth street about six years ago. The managers of the institution had arranged a reception for the boys, but, as the quarters are limited, the boys had to be received in detachments. It was a very quiet affair. All the boys were well dressed, and they looked as if they had come from comfortable homes.

The reading room was designed originally for the exclusive use of working boys, but the attempt to draw the line anywhere was abandoned long ago. There is, therefore, little of the wild Bohemian spirit among the youngsters that is generally noted at holiday festivities for boys. Those who attended the reception were served with sandwiches, coffee, and cakes by a corps of ladies interested in the institution, and when the food was disposed of the boys formed in line and passed out, each one receiving a box of candy and an orange as he passed the door.

VOCAL MUSIC IN THE PUBLIC SCHOOLS.

The third lecture on Vocal Music in the Public Schools, by Prof. C. R. Bill, was given in the chapel of the University of the City of New York on Saturday afternoon, the 5th inst. Notwithstanding the storm there was a good audience of teachers, and much interest was manifested in the different points presented. Rote singing and its relation to note singing was first considered. It was said that the first step in learning to sing was to establish in the mind of the infant pupil the ideal, the model, in rhythm-expression, quality of tone, etc., as the basis of all true progress later on. The next point considered was beating time, first, as an art; second, its practical application as an aid in developing a permanent sense of that feeling for rhythm and accent which alone will ensure good results in time. Part singing was then discussed. This should not be forced at too early a stage in the instruction, but should be the natural result of that musical intelligence which comes from careful study, and the harmonies should be such as will commend themselves to the musical sense of the young pupil. This part of the lecture was finely illustrated by two-part work from Mason's Second Chart, followed by a general exercise in part singing from Mason's Second Reader, in which the teachers all participated. The last topic considered was individual singing. The pupils should feel the personal responsibility of the singing exercise. This point was well exemplified by a class of teachers who volunteered for the purpose. The lecture was intensely practical and earnest, and all felt that a profitable hour had been enjoyed. The next lecture in the course will be given on Saturday, the 12th inst., at 2 P. M.

A CONFERENCE OF EDUCATIONAL WORKERS.

A meeting will be held on Saturday, Jan. 12th, at 2 P. M., 9 University place, to receive the report of the committee on organization for the conference of educational workers, and to adopt plans for future action. All interested in this subject are invited to attend.

N. A. CALKINS, Chairman.

LETTERS.

202. A COMPLIMENT FOR TEXAS.—I was in Texas from July 2, till July 13, 1888, at Ft. Worth, a city of from fifteen to twenty thousand people. During that time I did not see a drunken man or woman, a street fight, a bowie knife, a revolver, a broad-brimmed hat, or a long haired man.

During that time I did see a class of ladies and gentlemen, who are teachers, and showed by their earnest attention to the lectures given in the several departments, that they love their work, and are desirous of learning all they can about it. I saw an exhibit of school work from Paris and other parts of the state, that proved the teachers are familiar with the best methods of teaching. I saw as quiet and orderly a Sunday as one can see at Asbury Park, the model city of the north. I saw a Fourth of July celebration up to any I have seen in any other part of the country. I saw as fine an audience of men from all parts of the state as one can see in any city in the Union. I heard as patriotic speeches as one could expect to hear in New York, Boston, or Chicago, and the walls of the opera house were nearly covered with the stars and stripes. I shall never forget my visit to Texas.

Newark, N. J.

WM. M. GIFFIN.

203. IT IS READ BY THE PUPILS.—I have been a close reader of the JOURNAL for the past five years, and find it a great help in my school. I use the JOURNAL in my school as a kind of circulating library. It would do you good to see with what eagerness it is read by the whole school. Long may it live.

N. C.

L. W. S. BOST.

204. VENTILATION.—We have built a new school-house, containing air-fues for ventilation. Should the ventilators, (openings) be near the floor, or the ceiling? Why?

The best way is to have the openings near the floor, or in the floor, and lead to a warm flue. The reasons are: (1) that the once-breathed air is heavy and sinks, (2) the warm air is at the top, and is thus brought down. To accomplish this, fresh air should be brought in and heated. In the Bridgeport (Conn.) School, the best ventilated building in the country, the vitiated air is taken out under the teacher's platform.

305. THE GRAMMAR QUESTION.—In the JOURNAL of Dec. 8, I notice in the article on "Grammar" by Ph. H. Gruenthal, this question: "Do we achieve fluency of speech, knowledge of good English, by practicing analysis, parsing, the study of definitions, and the rules of agreement and government in the regular old fashioned way?"

I think it is true that fluency of speech and correctness of diction can only be achieved through association with those who habitually use good English, but is it not true, at the same time, that analyzing sentences and parsing, is of great advantage to the pupil in another way?

I have found, even in our high schools, many boys and girls who seem unable to get readily the sense of what they read, especially if the sentences are at all intricate or involved. Much practice in analysis, involving, as it must, the close study of the relations of the different parts of the sentence, the "linking of the verb to its far distant nominative," must materially aid the student to get the fullness of meaning with which the sentences of such writers as Shakespeare, and Milton, and Bacon, are charged.

If a writer or speaker does not "analyze his sentences before he utters them," will they not be better sentences if he is able to do so?

Again, "Is the writing of compositions a means of improving a knowledge of English?"

Without doubt it is important that one should be able to express thought clearly and correctly, and since the ability to do this is only gained by practice, it seems to me that composition writing, in some form, must be a valuable means to that end.

The child who is surrounded by people of intelligence and refinement, and who reads much, will write a far better composition than will one whose circumstances are the reverse of his, but no advantages of surroundings will do away with the necessity of practice in written expression.

Again, "Do the teachers emphasize enough the value of good reading?" I think not, and while anybody is allowed to teach school, who can pass the required examination, (for which no knowledge of literature is essential) just so long, we shall have many teachers who know nothing of good authors and care nothing for reading, and consequently can give their pupils no impulse in that direction.

In some schools, I know the teachers are obliged to handle so many pupils, and are so pressed with school work, that they feel that they have no time for anything but the mere, bare routine of the class recitation.

I have found that much may be accomplished by taking the fifteen minutes allowed for opening exercises at the beginning of the afternoon session for a reading time. The book selected should be one which will hold the close attention of every pupil, and probably nothing but a story will do that, in a mixed school, by which I mean one of several grades.

In one school year, I have read in that way, Sir Walter Scott's "Ivanhoe" and "The Talisman," "Malcolm" by George Macdonald, Hawthorne's "House of the Seven Gables," Theodore Winthrop's "John Brent," and many poems, "Marmion," "Vision of Sir Launfal," and others, and I know in many cases, a desire for "more" was the result, which set the individuals to reading for themselves. On more than one occasion, boys who had been granted a special half-holiday, presented themselves promptly at the ringing of the bell, rather than miss the afternoon reading.

This year we are reading Dickens in the same way.

Plenty of supplementary reading for classes acts as an inspiration to teacher and student. Let it be travels for the geography class from "Zig-Zag Journeys" to "Views Afoot."

For the class in physics, a few simple experiments, previously planned, made by some members of the class, and followed up by a chapter from one of Buckley's delightful little volumes, or some other equally good, bearing upon the subject under consideration, will give zest, by furnishing that variety which is necessary to sustain interest. The class in geology who have read, in connection with that study, such books as Winchell's "Sparks from a Geologist's Hammer," and perhaps Hugh Miller's "My School and Schoolmasters" will have gained, not only some knowledge of the "Testimony of the Rocks," but something even more valuable.

Every school in the land should have a library, and when the teachers are fully alive to the necessity of such aids to their work, they will have them.

ESTHER H. RICHARDSON.

Prtn. High School, Hutchinson, Kansas.

Mr. J. R. French, Skinner School, New Haven, Conn., says: "Your monthly supplements are valuable. It seems to me that great benefit can be derived from the exhaustive treatment of any topic at one time. These topics will give inquiring teachers many helpful hints."

A Well Planned Entertainment

once a year will make a start for a library for almost any school in the country and keep it running over with good books. New York, New Jersey, California, Wisconsin, and many other states give state aid, if applied for. Best books can be purchased of us at best discounts. List of 100 Best Books For School Library free. Send for it. E. L. KELLOGG & Co., 35 Clinton Place, N. Y.

BOOK DEPARTMENT.

NEW BOOKS.

THE TEACHERS' PSYCHOLOGY. A Treatise on the Intellectual Faculties, the Order of the Growth, and the Corresponding Series of Studies by which they are Educated. By A. S. Welch, Professor of Psychology, Iowa Agricultural College. New York and Chicago: E. L. Kellogg & Co. Cloth, 12mo, 300 pp. \$1.25.

A mastery of the branches to be taught was once thought to be an all-sufficient preparation for teaching. But it is now seen that there must be a knowledge of the mind that is to be trained. Psychology is the foundation of intelligent pedagogy. Prof. Welch undertook to write a book that should deal with mind-unfolding, as exhibited in the school-room. He shows what is meant by attending, memorizing, judging, abstracting, imagining, classifying, etc., as it is done by the pupil over his text-books. First, there is the concept; then there is (1) gathering concepts, (2) storing concepts, (3) dividing concepts, (4) abstracting concepts, (5) building concepts, (6) grouping concepts, (7) connecting concepts, (8) deriving concepts. Each of these is clearly explained and illustrated; the reader instead of being bewildered over strange terms comprehends that imagination means a building up of concepts, and so of the other terms. A most valuable part of the book is its application to practical education. How to train these powers that deal with the concept—that is the question? There must be exercises to train the mind to gather, store, divide, abstract, build, group, connect, and derive concepts. The author shows what studies do this appropriately, and where there are mistakes made in the selection of studies. The book will prove a valuable one to the teacher who wishes to know the structure of the mind and the way to minister to its growth. It would seem that at last a psychology had been written that would be a real aid, instead of a hindrance, to clear knowledge. Much interest has been felt in the work by teachers who know the long study the author has given to the subject, and numerous orders have been given for the work in advance of publication.

THE MODERN DISTRIBUTIVE PROCESS. Studies of Competition and its Limits, of the Nature and Amount of Profits, and of the Determination of Wages, in the Industrial Society of To-day. By John B. Clark, and Franklin H. Giddings. Boston: Published by Ginn & Co. 77 pp. 75 cents.

This is, perhaps, the first candid and scientific study of the new problems of distribution, resulting from competition in its modern form, and the organization of pools, trusts, and labor unions. These studies give a view of the present social evolution, its causes, principles, and tendencies,—and it is their aim to analyze the natural group system of modern industry; to determine where within it, competition is possible, and where combination is naturally invited. There are four divisions of the subject, which form the body of the book:—The Limits of Competition,—The Persistence of Competition,—Profits Under Modern Conditions, and The Natural Rate of Wages. As a fair and able treatment of the most vital questions of the day, these essays meet of peculiar value and interest.

ALDEN'S MANIFOLD CYCLOPEDIA OF KNOWLEDGE AND LANGUAGE. With Illustrations. Vol. 9. Club-rush Cosmogony. New York: John B. Alden, Publisher. 632 pp. 50 cents.

No matter at what page this number of Alden's Manifold Cyclopaedia is opened, choice, concise, accurate, and valuable information meets the eye. There are long and interesting articles upon coal, Connecticut, consumption, and Constitution of the United States. With each new volume, the available knowledge contained is more and more apparent.

THE STORY OF ALI BABA AND THE FORTY THIEVES. An Extract from Dr. Well's German Translation of the Arabian Nights. Boston: Charles H. Kilborn, Publisher, 5 Somerset Street. 53 pp. 15 cents.

As all teachers of modern language feel the need of varying the reading matter used in their classes,—this little volume will be welcomed. It is well printed in large, clear type on good paper,—cheap as well as good.

TARAS BULBA. A Historical Novel of Russia and Poland. By Nikolai Vasilyevitch Gogol. Translated from the Russian by Jeremiah Curtin. With a Preface by the Translator. New York: John B. Alden, Publisher. 208 pp. 50 cents.

The historical period of this story is covered by the contest between the Cossacks and the Poles. It is really a notable work,—the author ranks with the most eminent in Russian literature, and the translator is one of the remarkable linguists of the world. Besides being a thrilling story, it affords such pictures of life and characters as are rarely seen. The Dedication and Preface are well worth reading, as they show the relation of Russia to this country in our Civil War, and the final settlement of the Alabama Claims controversy. The entire book is most interesting.

OUTLINES OF U. S. HISTORY. A Hand-Book of Ready Reference for Students, General Readers, and Teachers. By R. Heber Holbrook. Lebanon, O.: C. K. Hamilton & Co. 107 pp.

When reading an extensive history it is a great help to be able to view the particular events in their general relations, and a clear outline of the whole is a help in fixing in the mind the entire history. These Outlines are intended for this purpose. They are not to be committed to memory—as they are solely a help to the intelligence, and thus an aid to the memory. These Outlines are the outgrowth of a teacher's experience, and are designed to free the subject of history from the dullness of chronological memorizing. The book is intended as a supplement, and does not take the place of a regular text-book. It will be of great value to teachers especially.

ULTIMATE FINANCE. A True Theory of Co-operation. By William Nelson Black. New York: The Humboldt Publishing Co. 24 East Fourth Street. 46 pp. 15 cents.

This number of the Humboldt Library is a contribution to the politico-economic and social discussion, which occupies so large a part of the intellectual resource of the present day. It is addressed to all classes, and claims to find a way through which all men may control the capital needed for their own protection.

REPORTS.

FIFTH BIENNIAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF MINNESOTA, 1888. Hon. D. L. Kiehle, Superintendent.

Among the marked features of the growth of the schools during the past two years are the increase of the number of normal graduate teachers, of local associations and teachers' meetings, and of teachers who have taught in the same district three or more years. The state high schools have improved in quality of work rather than in numbers. The influence of the normal school is felt in every department of educational work. Great energy has been shown by many of the county superintendents in securing a full attendance of the teachers at county institutes. The reports from the counties indicate a purpose honestly to execute the law relative to temperance instruction in the schools. The superintendent presents some facts and figures in favor of state authority over the schools.

ANNUAL REPORT OF THE PUBLIC SCHOOLS OF HORNEVILLE, N. Y., 1887-8. Hon. W. R. Prentice, Superintendent.

In the past year Superintendent Prentice advised the abandonment of all formal examinations in favor of promotion solely upon the judgment of teacher and principal, as to their ability to do the work of next grade. Irregularity of attendance is quoted as a serious drawback to success of schools. In regard to a change in methods the superintendent says: "The drift of all school work is more and more in the direction of utility. The time is not far distant when we must provide for industrial education in some form. The foundation of this is drawing," etc. He also reminds citizens that a school needs moral support as well as dollars. There have been many improvements in school property, including the elegant new "Park School."

FIFTH BIENNIAL REPORT OF THE BOARD OF REGENTS OF THE UNIVERSITY OF MINNESOTA, 1887-8. H. H. Sibley, President.

The board has not forgotten the duties laid upon it by the legislature in committing to its administration the fund of what is known as the "agricultural land grant" and has provided for instruction in military tactics, mechanics, and agriculture. The work at the agricultural experiment station has been thoroughly re-organized, and departments of law and medicine have been organized. The third and fourth volumes of the report of the geological survey are now ready for the printer.

SEVENTEENTH ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF THE STATE OF VIRGINIA, WITH ACCOMPANYING DOCUMENTS, for the school year of 1887. Hon. J. L. Buchanan, Superintendent.

The progress of the public school system of the state during the period covered by this report has reached the highest stage of development yet recorded. The attention of the people of the state is called to the important subject of industrial education as being one of the coming questions not only for educators, but for the people to consider. The lack of more diversified industries, more manufacturing and more skilled labor in the state, creates this urgent need for manual training, and some of the citizens of Richmond have already established a school of this kind known as the Mechanics' Institute. The report recommends more stringent regulations pertaining to tardiness and absence. Institute work is highly commended by the educators of the state.

LITERARY NOTES.

D. C. HEATH & Co.'s "Old South Leaflets," which are sold for only five cents a copy, are the means of bringing a great number of important original documents into the service of historical students and the general public. Among the latest are the "Fundamental Orders" of Connecticut.

In St. Nicholas for January, is published the first of a series of illustrated ballads. The serial, "The Bells of Ste. Anne" is continued, and in the "Routine of the Republic," are discussed the office of President, and the relations between him and Congress.

THE BAKER & TAYLOR Co. have ready "The Great Value and Success of Foreign Missions," "Songs in the Night Watches," "The Religious Condition of New York City," and "What Jesus Says."

CUPPLES & HURD, of Boston, announce a new story, "Last-chance Junction: Human Nature in the Far West."

FOWLER & WELLS Co. are making the *Phrenological Journal* more and more interesting. The January number contains a fine portrait of Gen. Sheridan.

THE HUMBLDIT PUBLISHING Co. announce "The Coming Slavery," "The Sins of Legislators," and "The Great Political Superstition," by Herbert Spencer.

JANUARY TREASURE-TROVE magazine includes in its literary contents some thrilling chapters in Chas. R. Talbot's serial, "Tossed Overboard"; the second part of "The Brown Dog," the beautiful story by Louise Worthington; and an account of "How 'Fauntleroy' was Written," with illustrations.

CATALOGUES AND PAMPHLETS RECEIVED.

Twenty-fourth Annual Catalogue of the Officers and Students of the Massachusetts Institute of Technology; also a statement of the courses of instruction, and a list of the alumni, 1868-8. Francis A. Walker, Ph.D., LL.D., president.

Catalogue of the State Normal Institute of West Virginia, 1888. E. M. Turner, A.M., LL.D., president.

Sixth Biennial Report of the Board of Regents and Faculty of the Emporia State Normal School, 1887-8. A. R. Taylor, president.

Manual of the Public Schools of Indianapolis, 1888-9. L. H. Jones, superintendent.

Catalogue of the Lake Forest University, 1888-9; containing also the courses of Ferry College for Young Ladies, Ferry Hall Seminary, Lake Forest Academy, etc. William C. Roberts, D.D., LL.D., president of the university; Levi Seeley, M.A., Ph.D., principal of Ferry College; Geo. E. Cutting, M.A., principal of Lake Forest Academy.

Measuring to Emergency.

It is not well to believe all you hear. This is even a worse fault than faith in nothing. Among other dismal precedents we have long accepted, is the belief that catarrh is incurable. But precedent is seldom cheerful and often inexact. It comes to us from a time when means were unsuited to the ends in view.

We alter this proportion in these days. For success implies the ability to measure to emergency, no matter how desperate. In this way Compound Oxygen is valuable. At least such is the inference from the following:

"I do unhesitatingly say that Compound Oxygen will cure catarrh." ALMA, NER., February 12, 1888. HON. H. C. GRIFITH.

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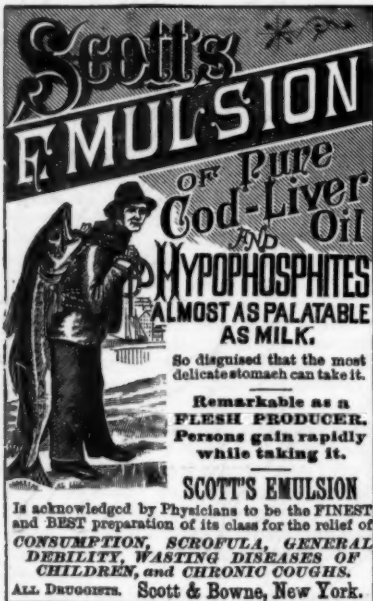
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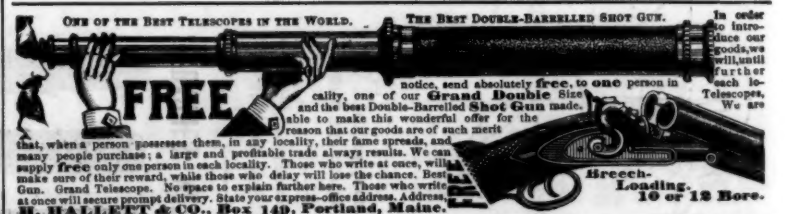
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